DOCUMENT RESUME

ED 176 224 CS 004 993

TITLE Reading Improvement Curriculum.
INSTITUTION Lansing School District, Mich.
PUB DATE Aug 77
NOTE 511p.; Best copy available

EDRS PRICE MF02/PC21 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Reading Programs; *Autoinstructional Aids; *Basic Skills; *Reading Improvement; *Reading Instruction; *Reading Skills

ABSTRACT

This curriculum guide was developed to provide a consistent reading improvement curriculum throughout the Lansing, Michigan, adult education program. An introductory section contains a statement of the purpose of the program, its objectives and goals, student and teacher survey forms, general instructions and suggestions for using the teaching materials contained in the guide, a series of placement tests, and several posttests. This section is followed by three major reading improvement units each containing a series of teaching materials covering the following subjects: root words, prefixes, and suffixes; synonyms, antonyms, and homonyms; main ideas and topics; relationships; following directions; graphs, globes, and maps; spelling; context clues; finding the main idea; reading for details; dictionary skills; content area reading skills; fact or opinion; propaganda and advertising; how to read faster; how to use the library; literature; the world of fiction; the world of nonfiction; how to read magazines and newspapers; how to read poetry; and how to read a play. Each unit also includes a syllabus describing weekly assignments. A section of answer keys is included for tests and activities given in other sections and a final section lists references where additional activities can be found. (TJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Lansing School
District
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED176224

Reading Improvement Curriculum

August, 1977

Lansing Continuing Education
Language Arts Department
High School Completion Division
500 West Lenawee
Lansing, Michigan 48933

Members of the Lansing Board of Education

President: Mr. Ray Hannula
Vice President: Mrs. Joan Hess
Secretary: Mrs. Ruby Mages
Treasurer: Mr. Vernon Ebersole
Mrs. Kathy Pennoni
Mr. Max Shunk
Mrs. Gilda Richardson
Mr. Michael Walsh
Mr. J. C. Williams

Superintendent of Lansing Schools-----Dr. I. Carl Candoli

Director of Lansing Adult and Continuing Education---Dr. Duane Moore

---

Reading Improvement Curriculum Committee:

Tom Allen
Jan Babcock
Anne M. DeRose, Coordinator
Nancy Kooyers
Mona Leverett

CS504923

BEST

TABLE OF CONTENTS

WHITE SECTION

- Purpose
- Objectives and Goals
- Student Survey
- Teacher Survey
- General Instructions and Guidelines
- Placement Tests
    - Reading Improvement I Placement Tests
    - Reading Improvement II Placement Tests
    - Power Reading Placement Tests
    - Reading for Pleasure Placement Tests

- Level Post Tests
    - Reading Improvement I Post Tests
    - Reading Improvement II Post Tests
    - Power Reading Post Tests
    - Reading for Pleasure Post Tests

YELLOW COVER SHEET SECTION: READING IMPROVEMENT I PACKETS

- Root words, Prefixes, Suffixes
- Synonyms, Antonyms, Homonyms
- Main Ideas and Topics
- Relationships
- Following Directions I
- Graphs, Globes and Maps
- Spell It Right

GREEN COVER SHEET SECTION : READING IMPROVEMENT II PACKETS

- Context Clues
- Finding the Main Idea
- Reading For Details
- Following Directions II
- Maps and Graphs
- Dictionary Skills
- What's In A Book

SALMON (ORANGE) COVER SHEET SECTION: POWER READING PACKETS

- Content Area Reading Skills
- Fact or Opinion
- Propaganda and Advertising
- How to Read Faster
- How to Use the Library

TABLE OF CONTENTS cont.

BLUE COVER SHEET SECTION : READING FOR PLEASURE PACKETS

- Literature
- The World of Fiction
- The World of Nonfiction
- How to Read Magazines and Newspapers
- How to Read Poetry
- How to Read A Play

PINK COVER SHEET SECTION : ANSWER KEYS

GOLD COVER SHEET SECTION : ADDITIONAL ACTIVITIES

PURPOSE

The Language Arts teachers initially discussed the need to develop a consistent Reading Improvement curriculum at a department meeting during the fall of 1976. At that time, a student was able to earn two high school credits in Reading Improvement. There were no specific objectives or evaluation techniques developed for the course. Approximately six teachers taught the course in different locations throughout the school district. This meant that the achievement of a Reading Improvement credit could mean almost anything, depending on a teacher's personal objectives, the student's needs, the materials available--or the lack of them, the teacher's own resources in the community, the numerous methods of measurement, and so on. Many teachers and students operated well under these conditions; others did not. But a general consensus of the department was that more "accountability" was needed.

With this in mind, the department proposed that a curriculum committee should be formed to develop four classes in Reading Improvement. The curriculum project was approved by Dr. Moore, the Director of Continuing Education, in the spring of 1977. The purposes of that committee were as follows.

1. Determine students' needs.
2. Define goals of a new program in relation to student needs.
3. Determine and order objectives to meet goals.
4. Establish a standardized curriculum so that students would be able to easily transfer class locations when necessary.
5. Retain individualized instruction techniques.
6. Investigate measurement techniques to determine student progress.

3

In developing a curriculum, the following considerations had to be taken into account. (1) Lansing Adult Education students are highly transient which leads to repeated interruptions in the instructional process. (2) The adult students' attendance and study time is affected by family and employment responsibilities.

The following school policies had to be considered, too. (1) Students are enrolled in high school classes only when they have shown the ability to read at least at a sixth to eighth grade reading level (as determined on the Slossom Oral Reading Test.) (2) Size of student enrollment deems it most financially efficient to assign students earning different levels of class credits within a single classroom.

Initial research was also conducted in the following areas. (1) Members of the curriculum committee visited reading programs in the area high schools to investigate various types of programs, techniques, and materials. (2) A student survey was devised by the Adult Education Reading Helping Teacher which revealed some of the general interests and needs of the students.

The curriculum committee had several meetings to analyze these considerations and findings. The material which follows is the result of this project.

Evaluation and Revision

A study must be made to determine the effectiveness of the curriculum program. This should be done by looking at the results of the (2) student surveys and the teacher surveys. The extent of mastery and time spent on objectives must also be determined.

PURPOSE cont.

Standardized tests should be further investigated and incorporated into the curriculum.

The curriculum committee would also like to see the following packets developed.

1. Fact Skills
2. Inference Skills
3. Skimming Techniques
4. Content Area Reading Skills
    - A. Math
    - B. Science
    - C. Social Studies (Economics, History, Government, and Psychology
    - D. Law and Medicine
    - E. Sports and Mechanics
    - F. Mythology and Allusions

Reading Improvement

Goals and Objectives

Goal 1: The student will increase her/his word identification and recognition skills.

Objective 1: The student will apply techniques of structural analysis by using syllabication; identification of root words, prefixes, and suffixes, and identification of components of compound words.

Objective 2: The student will identify or select the correct form of a synonym, antonym, or homonym in prescribed exercises to reveal his ability to understand the contextual meaning of the word.

Objective 3: The student will use context for word identification by using meaning context and patterns of identification.

Objective 4: The student will improve her/his spelling ability by using spelling rules, spelling guides, and noted exceptions to the rules.

Goal 2: The student will increase her/his skills needed for reading comprehension.

Objective 1: The student will be able to identify and apply his knowledge of function words denoting the relationships of cause-effect, chronology, and comparison-contrast in short informative selections.

Objective 2: The student will be able to state the main idea in a short, informational paragraph.

Objective 3: The student will be able to state the details which support the main idea of a short, informational paragraph.

Objective 4: The student will be able to identify the relationship of organization to meaning in short, informative selections.

Objective 5: The student will answer factual questions related to the material in either a story or short, informational paragraph.

Objective 6: The student will be able to demonstrate her/his ability to use and define a prescribed vocabulary of content area words.

Goal 3: The student will increase her/his ability to interpret what is read.

Objective 1: The student will answer inferential questions related to the material in a given story or short informative selection.

Objective 2: The student will make judgements about what is read and will use supportive evidence.

Objective 3. The student will be able to identify a writer's purpose or intent.

Objective 4: The student will be able to distinguish between fact and opinion.

Objective 5: The student will be able to identify forms of propanganda and apply them in prescribed consumer activities.

Objective 6: The student will relate what is read to other readings.

Objective 7: The student will relate what is read to life.

Goal 4: The student will improve his ability to read for a particular purpose.

Objective 1: The student will adapt reading rates according to the nature of the material and her/his purpose of reading.

Objective 2: The student will read to meet a personal need.

Objective 3: The student will demonstrate her/his ability to use various parts of a book as study aids.

Objective 4: The student will demonstrate her/his ability to use various reference skills including dictionary and library skills.

Objective 5: The student will demonstrate the ability to interpret graphs, maps, globes, charts, and diagrams in prescribed activities.

Objective 6: The student will demonstrate her/his ability to follow directions, including taking a test and filling out applications.

Goal 5: The student will increase her/his ability to read efficiently.

Objective 1: The student will eliminate or diminish inefficient reading habits of vocalization, word-by-word reading, and head movements.

Goal 6: The student will experience success in reading tasks and gain confidence to apply her/his skills in situations outside the classroom.

Objective 1: The student will demonstrate the ability to transfer basic reading skills in the content areas.

Objective 2: The student will develop a pattern of reading (of at least fifteen minutes daily) in an outside situation.

Goal 7: The student will broaden and intensify his reading interests for enjoyment.

Objective 1: The student will demonstrate that he is reading a variety of literature through conferences with the instructor or journal keeping.

Objective 2: The student will make suggestions for readings to fellow students.

Goal 8: The student will be able to identify, define and apply basic elements of literature.

Objective 1: The student will be able to define the concepts of fiction, characters, setting, plot, and theme and will demonstrate her/his ability to apply these terms in her/his personal reading.

Objective 2: The student will be able to define the concepts of non-fiction, biography, autobiography, essay, tone and style and demonstrate his ability to apply these terms in her/his personal reading.

Objective 3: The student will be able to recognize the difference between news stories, feature stories, columns, and editorials.

Objective 4: The student will be able to determine the difference between fact and opinion in articles.

Objective 5: The student will be able to recognize various kinds of magazines.

Objective 6: The student will practice and demonstrate writing skills by writing summaries of articles and writing editorials.

Objective 7: The student will be able to recognize a poem, determine the meter and interpret its meanings.

Objective 8: The student will demonstrate a knowledge of figurative language and poetic devices.

Objective 9: The student will demonstrate a knowledge of play structure, play staging, and dramatic devices.

Objective 10: The student will demonstrate analysis and composition skills by writing summaries and comparisons.

Reading Improvement

STUDENT SURVEY

DIRECTIONS: Read each of the questions below and answer them honestly. There are no right or wrong answers. How you answer will not affect your grade in any way. This survey is to help your instructor get to know you and maybe you to understand yourself a bit more.

1. Circle the number which shows your feelings about reading in general.

hate	1	2	3	4	5	enjoy
useless	1	2	3	4	5	practical
boring	1	2	3	4	5	interesting
frustrating	1	2	3	4	5	rewarding
easy	1	2	3	4	5	difficult

2. I have had trouble with some of the reading assignments in my

____ English classes
____ history classes
____ government classes
____ math classes
____ science classes
____ other (please name)____________
____

3. Did you ever choose to drop a class in Adult Education because the reading took too long or was too hard?

____ yes ____ no ____first term in Adult Education

4. If you answered "yes" to question 3, which class (es) did you drop?

____

5. I plan to...

____ get my high school diploma
____ go on to college
____ get a college degree
____ take job training
____ get an apprenticeship

6. Check the areas which you feel you have a lot of trouble in.

____ understanding what I read

____ reading long words

____ keeping my mind on the book

____ knowing what certain words mean

____ remembering what I read

____ spelling

____ taking notes

____ finding information

____ understanding maps and graphs

____ filling out forms

____ studying for tests

____ reasoning

7. I like to read...

____ mysteries

____ magazines

____ newspapers

____ about people

____ novels

____ short stories

____ plays

____ science fiction

____ adventure

____ animals

____ science

____ ways to help my family

____ comics

____ other (please name) ____________________

____

8. I would like a job as...

____ secretary

____ social worker

____ nursery school

____ tutor

____ janitor

____ veterinarian

____ dentist

____ automatic transmission specialist

____ court recorder

____ teacher aide

Reading Improvement

____ helping animals

____ computer operator

____ motel maid

____ architecture

____ journalist

____ banking

____ store clerk

____ cashier

____ forest ranger

____ counselor

____ other (please name)____________

____

____ photographer

____ teacher

____ mechanic

____ helping people

____ C.P.A.

____ accountant

____ stewardess

____ emergency medical technician

____ fire fighter

____ attorney

4. The class in Reading Improvement helped me in ...

(A) understanding what I read

a great deal 1 2 3 4 5 not at all

(B) reading long words

a great deal 1 2 3 4 5 not at all

(C) keeping my mind on the book

a great deal 1 2 3 4 5 not at all

(D) knowing what certain words mean

a great deal 1 2 3 4 5 not at all

(E) remembering what I read

a great deal 1 2 3 4 5 not at all

(F) spelling

a great deal 1 2 3 4 5 not at all

(G) taking notes

a great deal 1 2 3 4 5 not at all

(H) finding information

a great deal 1 2 3 4 5 not at all

(I) understanding maps and graphs

a great deal 1 2 3 4 5 not at all

(J) filling out forms

a great deal 1 2 3 4 5 not at all

(K) studying for tests

a great deal 1 2 3 4 5 not at all

(L) reasoning

a great deal 1 2 3 4 5 not at all

5. I would like to take another class in Reading Improvement.

____ yes ____no

6. I would tell a friend to take a class in Reading Improvement.
____ yes ____no

Reading Improvement

TEACHER SURVEY

General Directions:

Part I of this survey is intended to reveal the specific problems of the learning packets. Please note comments you have about the packets as they arise during the term. This will provide a more thorough evaluation of the packets than if you waited until the end of the term and tried to recall specific problems.

Part II of this survey is intended to reveal your more general observations of the curriculum as a whole. You may find it efficient to merely fill out this section at the end of the term.

In order to make decisions regarding the curriculum, we need everyone's evaluation. Please help us develop an effective curriculum.

Reading Improvement

STUDENT SURVEY

DIRECTIONS: Read each of the questions below and answer them honestly. There are no right or wrong answers. How you answer will not affect your grade in any way. This survey is to help the English Department decide how much this class meets the needs of student.

1. Circle the number which shows your feelings about reading in general.

hate	1	2	3	4	5	enjoy
useless	1	2	3	4	5	practical
boring	1	2	3	4	5	interesting
frustrating	1	2	3	4	5	rewarding
easy	1	2	3	4	5	difficult

2. Circle the number which shows your feelings about the activities in the Reading Improvement class.

boring	1	2	3	4	5	interesting
useless	1	2	3	4	5	practical
frustrating	1	2	3	4	5	rewarding
easy	1	2	3	4	5	difficult
disorganized	1	2	3	4	5	systematic
irritating	1	2	3	4	5	enjoyable
no challenge	1	2	3	4	5	challenging

3. Circle the number which shows your feelings about the instructor.

boring	1	2	3	4	5	interesting
ignorant	1	2	3	4	5	knowledgeable
not prepared	1	2	3	4	5	well prepared
disorganized	1	2	3	4	5	organized
concerned	1	2	3	4	5	unconcerned

Reading Improvement

Part I: Which learning packets do the students have problems with? Please define the problems.

LEVEL I

PACKET	PROBLEM (S)

LEVEL II

PACKET	PROBLEM (S)

LEVEL III

PACKET	PROBLEM (S)

LEVEL IV

PACKET	PROBLEM (S)

Reading Improvement

Part II

1. Which packets have the students liked the best?

2. Which books have the students liked the best?

3. With which instructional techniques did the students achieve the most?

4. With which instructional technique did the students have the most problems?

5. What kinds of books or methods do you think should be added to the program?

6. Is the management system working for individual students?

7. What kinds of problems did you, as the teacher, have with the curriculum?

8. Other comments.

9. What would help you (personally) be more effective in the future?

General Instructions to the Teacher

1. Teacher should familiarize her/him self with each packet in each level(if by no more than skimming the contents of each packet).
2. Teacher should be aware that answers given in answer keys to pre- and post-tests are, for the most part, guides and that other student responses may be acceptable.
3. Teachers are responsible for:
    - A. administering student surveys.
    - B. administering placement tests.
    - C. administering packet pre- and post-tests.
    - D. recording student mastery progress and time needed for objectives.
    - E. completing teacher survey with end of term reports.

Placement Guidelines

1. Students should be initially placed within any of the four levels on the basis of their reading ability as determined by the following:
    Level I: 6th -8th grade on the S.O.R.T.
    Level II: above 8th grade on S.O.R.T. and per level placement test.
    Level III: above 8th grade on S.O.R.T. and per level placement test.
    Level IV: above 8th grade on S.O.R.T. and per level placement test.
2. A. Student who misses more than 3 items on Level II Placement test should enter at Level II.
    - B. Student who misses more than 2 items on Level III Placement Test should enter at Level III.
    - C. Studant who misses more than 2 items on Level IV Placement Test should enter at Level IV.
3. A. Students who pass all 4 level placement tests may be nominally in Level IV but can work an areas of choice from any level to strengthen desired skills.
    - B. Students in any level may, with teacher approval, substitute for areas already mastered, other activities and packets from other levels, as desired and as appropriate.

Evaluation Guidelines

1. Students will not be allowed to attempt to earn more than one credit per term within the four levels except for unusual and compelling circumstances as determined by teacher, counsellor and student.
2. Packets shall be assigned letter grades at teacher's discretion after review of completed packet with student.
3. Teacher should refer to each level's syllabus for that level's requirements. Within any level, packets should be completed with 75% accuracy/competency.

Where to locate sources listed in How to Read a Play and How to Read Poetry

Plays: "Trifles" by Susan Glaspell can be found the textbook By Women. This book can usually be found in room 303 of the education center.

"A Raisin in the Sun" by Lorraine Hansberry can also be found in By Women.

[illegible]: "Beyond the Horizen" by Eugene O'Neill and "Our Town" by Thornton Wilder can both be found in the textbook Adventures in American Literature which is located in room 303 and other locations.

Poetry: "The Road Not Taken" by Robert Frost can be found in Adventures in American Literature.

"Do Not Go Gentle Into That Good Night" by Robert Lowell can be found in Adventures in English Literature which is located in room 303 and possibly in some outreach areas.

Reading Improvement I Placement Test

DIRECTIONS: Pronounce the following words. If there is a prefix in the word, write it on the first line after the word. Write the root word on the second line. If there is a suffix, write it on the third line.

	Prefix	Root	Suffix
1. unfriendly	____________	____________	____________
2. misleading	____________	____________	____________
3. digestion	____________	____________	____________

DIRECTIONS: Write a synonym for the following words.

4. swift ________________

5. noisy ________________

DIRECTIONS: Write an antonym for the following words.

6. closed ________________

7. calm ________________

DIRECTIONS: Circle the letter of the correct answer.

8. The word that means to interfere is

A. meddle B. medal

9. The word that means a sandy place next to water is

A. beech B. beach

DIRECTIONS: Read the paragraphs which follow. In the space found below each, write the topic and main idea sentence of each paragraph.

Gas is a very important resource these days. Gas makes the power for much transportation and travel. Gas is used for heating homes and buildings. Gas is also used for cooking and lighting.

10. TOPIC:

11. MAIN IDEA:

The best time of the day to do your food shopping is in the morning. At that time, the shelves have been restocked. Fruits and vegetables are fresher early in the morning than if they have been sitting on the counter all day. You also find that the crowds of people have not come into the store yet.

12. TOPIC:

13. MAIN IDEA:

DIRECTIONS: Read the paragraphs which follow. Below each paragraph, you will find the names of four relationships, or thinking patterns. Decide how the sentences in each paragraph are related. Then circle the letter of the correct relationship.

Many religions have laws against the eating of meat. The Jewish people must not eat the flesh of pigs which the Bible forbids. Hindus may not eat beef because they believe the cow is a sacred animal. Many Catholics still do not eat meat on Friday, the day of the Crucifixion.

14. A. listing C. comparison/contrast

B. cause/effect D. time order

When you make a station-to-station call, you are willing to speak with anyone who answers your call. On the other hand, when you make a person-to-person call, you are willing to speak only with a specific person. The charges begin as soon as someone answers your station-to-station call. But when you call person-to-person, charges do not begin until the specified person is on the line. Thus, there are some big differences between placing a call station-to-station and person-to-person.

15. A. listing C. comparison/contrast

B. cause/effect D. time order

DIRECTIONS: Below you will find vocabulary used on all kinds of forms. Write the letter of the definition (on the right) in the space before the term (on the left) that it correctly defines.

1. ___ spouse
2. ___ reference
3. ___ position
4. ___ discrimination
5. ___ qualifications

A. Skills that you have that make you equipped for a certain kind of job.

B. Your husband or wife.

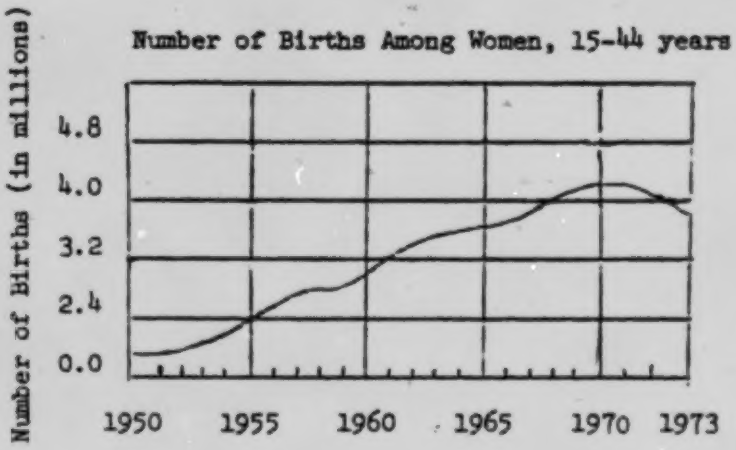
C. treating someone differently than you treat yourself.

D. Your job title

E. Someone who would vouch for your character.

DIRECTIONS: Study the following diagram. Then circle the letter of the phrase which correctly completes each of the sentences which refer to the diagram.

Number of Births Among Women, 15-44 years of age (1950-1973)



21. The vertical line tells:

A. number of births among women, 15-44 years of age

B. number of births (in millions)

C. the years used in the diagram

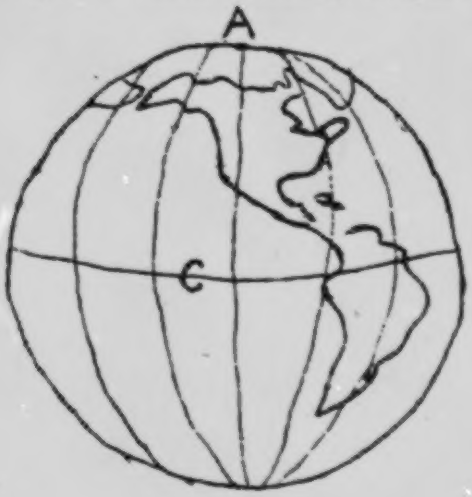
22. This diagram is

A. a bar graph
B. a globe
C. a map
D. a line graph

23. In 1970, there were about

A. 3.8 million births
B. 4.0 million births
C. 4.3 million births
D. 4.7 million births

DIRECTIONS: Study the following may that looks like a globe. Then circle the letter of the phrase which correctly completes the sentences below it.



24. Point A is

A. the equator
B. the Prime Meridian
C. the North Pole
D. a hemisphere

25. Line C is

A. the equator
B. the Prime Meridian
C. the North Pole
D. a hemisphere

DIRECTIONS: Write the plurals of the following words.

26. child ____________________

27. ox ____________________

28. fox ____________________

29. goose ____________________

30. potato ____________________

31. story ____________________

DIRECTIONS: Combine these word parts so that the new word is spelled correctly.

32. run + ing = ____________________

33. hot + est = ____________________

34. cool + er = ____________________

35. drip + ed = ____________________

Reading Improvement II Placement Test

DIRECTIONS: Read the following sentences. Decide which meaning is correct by circling letter A, B, or C.

1. She gasped for breath. Gasped means

   A. failed to get

   B. took in air quickly

   C. argued

2. The roadblock prevented us from reaching our destination. Prevented means

   A. opened up

   B. behind

   C. kept from

DIRECTIONS: Read the following paragraphs. In the space found below each, copy the sentence which contains the main idea.

Pizzas are made of almost anything. Most people enjoy the standard cheese, pepperoni, ham, green pepper, or mushroom pizza. A vegetarian variety of pizza contains soy protein bacon instead of meat. Another big seller is sauerkraut with or without smoked German sausage. Some pizzas are made with such toppings as banana, strawberry, cherry, apple, apricot, pineapple, rhubarb, and blueberry sprinkled with such seasonings as powdered sugar and cinnamon.

3. MAIN IDEA:

Electricty lights our homes. It cooks and stores our food. It washes and dries our dishes and clothes. It heats and cools our homes. The radio and television power is also provided by electricity. In the past 80 years since Edison developed his incandescent lamp, electricity has revolutionized life in our homes.

4. MAIN IDEA:

DIRECTIONS: Read the following passage. In the space provided below it, write an outline of the entire selection.

The History of the American Flag

In the early days of the American Revolution, each state had a flag of its own. Massachusetts' flag bore a pine tree. South Carolina had a flag with rattlesnakes and red and blue stripes. The Rhode Island flag had thirteen stars.

Washington's new continental army displayed a flag representing all of the colonies, as well as their British fathers. In the top left hand corner was the British Grand Union flag. Around the British emblem were thirteen red and white stripes representing the 13 colonies that later became the first members of the Unitd States.

In 1777 a national flag that symbolized the new country was adopted. This flag consisted of 13 stars (in place of the Grand Union flag) and 13 stripes, alternately red and white. The 13 stars represented the original 13 colonies. Later, a stripe was added every time a new state was accepted in the union.

5. Write your outine below (and on the next page, if necessary.)

DIRECTIONS: Read the following article. Then circle the letter of the phrase which correctly completes each of the sentences which follow the paragraph.

Lean backwards as you sit down on the ground. Cushion your landing with your hands. Immediately go into a backward roll, using your hands to push off hard. Bring your knees to your chest to give you the extra thrust you need to roll over backwards. Keep your body balled together. When the back of your head touches the mat, move your hands to the mat. Keep rolling, without hesitating. With your hands, push up and away from the ground as your forehead clears it. You must push hard enough to get yourself back on your feet.

6. This paragraph tells you how to do

A. a forward roll   C. a cartwheel

B. a backward roll   D. a push-up

7. You should

A. hesitate   C. not push off

B. not hesitate   D. not use your hands

8. At first you

A. roll on you side   C. sit down

B. jump up   D. lean to your side

DIRECTIONS: Circle the letter of the phrase which correctly completes the following sentence.

9. Longitude on a map runs

A. East-West   C. East-South

B. North-South   D. North-West

DIRECTIONS: Draw a circle graph showing how you spent your time yesturday.

10.

DIRECTIONS: Draw a compass showing all its directions.

11.

DIRECTIONS: Using a Webster's New World Dictionary of the American Language (copyright 1974), answer the following questions.

12. In the first pronunciation of hospitable, on which syllable does the accent fall?

13. Which is the most usual spelling: gussie or gussy?

14. What is the origin of the word "archaic"?

15. Define "Temperate Zone."

DIRECTIONS: Circle the letter of the phrase which correctly completes each of the sentences which follow.

16. The easiest way to locate "The Raven" in the American literature book would be to look in

A. the glossary
B. the index
C. the table of contents
D. the appendix

17. To find a definition of the word "elegy" in the American literature book, one would look in

A. the index
B. the table of contents
C. the appendix
D. the glossary

Power Reading Placement Test

DIRECTIONS: Define the following abbreviations in the space provided next to each.

1. etc.
2. i.e.
3. et. al.
4. a.m.

DIRECTIONS: State the meaning of the phrases which follow in the space provided below each.

5. pro and con

6. bona fide

7. flora & fauna

DIRECTIONS: Read each sentence carefully and decide whether it is true--all facts-- or false--opinions. Circle the correct answer.

8. Garbanzo beans are delicious.

   True   False

9. Things were better in the good old days.

   True   False

DIRECTIONS: Read the following passages. Then circle the letter of the form of propaganda which each illustrates.

10. Farrah Fawcett Majors uses Johnson's shampoo to get clean, soft, shiny hair.

    A. bandwagon approach   C. fear and guilt approach
    B. sex approach   D. expert approach

11. All the college co-eds are wearing stars and stripes sneakers.

    A. bandwagon approach   C. fear and guilt approach
    B. sex approach   D. expert approach

12. We know that Chest helps fight cavities because we have over 20 clinical studies that prove Chest reduced cavities better than the same toothpaste without fluoride.

A. bandwagon approach
C. fear and guilt approach
B. sex approach
D. expert approach

DIRECTIONS: Circle the letter of the phrase which correctly completes each of the sentences that follow.

13. You are looking for a book on Africa. You will look in the

A. subject catalogue
C. author catalogue
B. title catalogue
D. publisher catalogue

14. The fiction book which would come first on the shelf would be

A. Catch-22 by Joseph Heller
B. Christy by Catherine Marshall
C. Live and Let Die by Ian Fleming
D. The Stranger by Albert Camus

Reading for Pleasure Placement Test

DIRECTIONS: Read the following passage. Then circle the letter of the phrase which correctly completes each of the sentences that follow it.

The village at night made a curiously timeless picture. Fara walked contentedly beside his wife along the street. The air was like wine; and he was thinking dimly of the artist who had come up from Imperial City, and made what the telestats called—he remembered the phrase vividly—"a symbolic painting reminiscent of a scene in the electrical age of seven thousand years ago."

Fara believed that utterly. The street before him with its weedless automatically tended gardens, its shops set well back among the flowers, its perpetual hard, grassy sidewalks, and its street lamps that glowed from every pore of their structure...

Fara's face hardened. His voice had a harsh edge in it, as he said, "Creel, go home."

from "The Weapon Shop" by A. E. van Vogt

1. This piece of prose is an example of
   - A. fiction
   - B. nonfiction
   - C. poetry
   - D. drama
2. This prose piece is
   - A. a romance story
   - B. a story of the supernatural
   - C. a science fiction story
   - D. a mystery story.
3. The protagonist is
   - A. Fara
   - B. Creel
   - C. the artist from Imperial City
   - D. A. E. van Vogt

DIRECTIONS: Read the following passage. Then circle the letter of the phrase which correctly completes each of the sentences that follow it.

On the Knob Creek farm the child Abraham Lincoln learned to talk, to form words with the tongue and the roof of the mouth and the force of the breath from lungs and throat. "Pappy" and "Mommy," the words of the people meaning "father" and "mother," were among the first syllables. He learned what the word name meant; his name was Abraham, the same as Abraham in the Bible, the same as his grandfather Abraham. It was "Abe" for short; if his mother called in the dark, "Is that you, Abe?" he answered, "Yes, Mammy, it's me." The name of the family he belonged to was "Lincoln" or "Linkum," though most people called it "Linkirn" and it was sometimes spelled "Linkhorn."

The family lived there on Knob Creek farm, from the time Abe was three or so till he was past seven years or age. Here he was told, "Kaintucky" meant the state he was living in; Knob Creek farm, the Rock Spring farm where he was born, Hodgenville, Elizabethtown, Muldraugh's Hill, these places he knew, the land he walked on, was all part of Kentucky.

from "Abe Lincoln Grows Up" by Carl Sandburg

4. This piece of prose is an example of

   A. fiction
   B. nonfiction
   C. poetry
   D. drama

5. This prose piece is

   A. an essay
   B. a biography
   D. an autobiography
   E. a short story

6. The style of this piece of prose is

   A. aphoristic
   B. terse
   C. informal
   D. formal

DIRECTIONS: Match the terms on the left with their definitions on the right by writing the letter of the correct definition in the space provided before each term.

7. ___ trade magazine	A. daily or weekly publications containing news, features, advertising,etc.
8. ___ newspapers	B. periodicals relating to certain businesses
9. ___ editorials	C. articles expressing the opinions of its writers or publishers
10. ___ reviews	D. feature articles that appear regularly and usually are written by the same person
11. ___ columns	E. critiques of movies, plays, books, etc.

DIRECTIONS: Circle the letter of the phrase which correctly completes the following sentences.

12. "Beat! beat! drums!--blow! bugles! blow!"

This line from "Beat! Beat! Drums!" by Walt Whitman illustrates

A. allusion

B. alliteration

C. onomatopoeia

D. simile

13. "The Lord is my Shepherd"

This line from the 23rd Psalm illustrates

A. personification

B. alliteration

C. metaphor

D. simile

DIRECTIONS: Match the following terms with their definitions on the right. (Write the letter of the correct definition in the space provided before each term.)

14. ___ drama

15. ___ comedy

16. ___ protagonist

17. ___ dialogue

18.____ soliloquy

A. the hero

B. the speech between characters

C. a play which ends happily; often it is amusing

D. a story meant to be performed before a live audience

E. a speech spoken by one person to himself or the audience.

NAME ________________________________

READING IMPROVEMENT I POST TEST

DIRECTIONS: Pronounce the following words. If there is a prefix in the word, write it on the first line after the word. Write the root word on the second line. If there is a suffix, write it on the third line.

	Prefix	Rootword	Suffix
1. incorrectly	________	________	________
2. transferable	________	________	________
3. condense	________	________	________
4. likeness	________	________	________

DIRECTIONS: In the blank after each word, write a synonym of that word.

5. exhausted ________________

6. cautious ________________

7. soup ________________

DIRECTIONS: Circle the pairs of words that are antonyms.

8. tall - short

9. huge - enormous

10. gas - solid

11. gorgeous - beautiful

12. dangerous - enemy

13. euphoric - despondant

DIRECTIONS: Circle the correct homonym(s) in each of the sentences below.

14. He took (there, their, they're) camping gear and put it over (there, their, they're).

15. The ball fell (threw, through) the window.

16. He (road, rode) alongside the gravel (road, rode).

DIRECTIONS: Read the paragraphs which follow. In the space found below each, write the topic and main idea sentence of each paragraph.

People will collect anything. Young children often collect string and make balls with it. Many people collect match books. Others collect china. Stamp collectors probably outnumber any other type of collector. Did you know some people even collect beer cans and sell them for as much as $700 to other can collectors?

17. Topic:

18. Main Idea:

There are many kinds of lyric poetry. Perhaps the best known is the song. The hymn is a lyric poem that is religious. An ode, a verse written in an elevated style and dealing with lofty feelings, is also a lyric poem.

19. Topic:

20. Main Idea:

DIRECTIONS: Read the paragraphs which follow. Below each paragraph, you will find the names of four relationships, or thinking patterns. Decide how the sentences in each paragraph are related. Then circle the letter of the correct relationship.

I had alot of homework to do last night. First I read the story "Flight" for my American Literature class. When I finished reading the story, I wrote a paper in which I described the main character, Pepé Then I had five pages of math which took me almost an hour to do. The last thing I did was to find a news story in the paper for my government class.

21. A. listing C. comparison/contrast

I would rather cook hamburgers on a grill outside than on the stove in the house. A hamburger cooked on the stove has a boiled taste. But a hamburger cooked on a grill has a barbecue flavor. When you've cooked a hamburger on the stove, you're left with a greasy pan which must be scrubbed. On the other hand, when you cook on the grill, the grease drops down into the fire and you have no pan to clean.

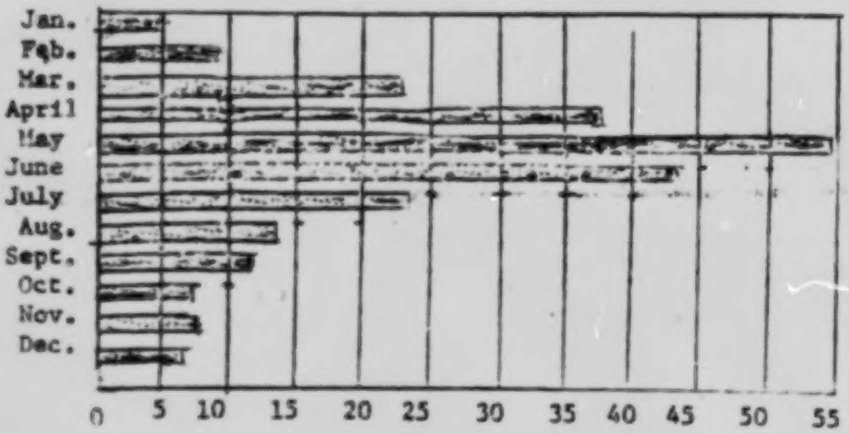
22. A. list
C. comparison/contrast
B. cause/effect
D. time order

DIRECTIONS: Below you will find vocabulary used on all kinds of forms. Write the letter of the definition (on the right) in the space before the term (on the left) that it correctly defines.

23. ____applicant
24. ____exemption
25. ____employer
26. ____employee
27. ____salary

A. A person who works for another for wages or salary.
B. One who hires another for wages or salary.
C. One who is seeking employment, help, etc.
D. A fixed payment made at regular times for work.
E. One that is not subject to a usual rule or liability to which others are subject.

DIRECTIONS: Study the following diagram. Then circle the letter of the phrase which correctly completes each of the sentences which refer to the diagram.



28. This diagram is:

A. a bar graph
C. a map

B. a line graph
D. a globe

29. The vertical line tells:

A. the months used in the diagram

B. the number of tornadoes

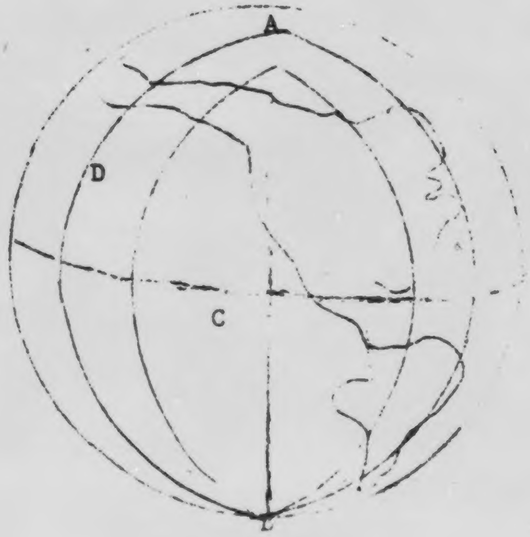
C. the time of the day that tornadoes occur

30. In August, there were about

A. 9 tornadoes
C. 19 tornadoes

B. 14 tornadoes
D. 37 tornadoes

DIRECTIONS: Study the following map that looks like a globe. Then circle the letter of the phrase which correctly completes the sentences below it.



31. Point B is

A. the South Pole　　C. A meridian of longitude

B. the North Pole　　D. A parallel of latitude

32. Line C is

A. the South Pole　　C. a meridian of longitude

B. the North Pole　　D. a parallel of latitude

33. The diagram shows

A. the Western Hemisphere

B. the Eastern Hemisphere

DIRECTIONS: Write the plurals of the following words.

34. pony ______________________________

35. zoo ______________________________

36. hero ______________________________

37. leaf ______________________________

38. mouse ______________________________

39. father-in-law ______________________________

DIRECTIONS: Combine these word parts so that the new word is spelled correctly.

40. begin + er ________________　　43. fur + y____________________

41. force + ful________________　　44. hot + est____________________

42. rob + er____________________

DIRECTIONS: In each pair of words below, one is spelled correctly and one is spelled wrong. Circle the word that is spelled right in each pair.

45. friend　freind

46. frieght　freight

47. conciet　conceit

NAME ____

Reading Improvement II Post Test

DIRECTIONS: Read the following sentences. Decide which meaning is correct by circling letter A, B, or C.

1. The steak was tender and succulent. Succulent means

   A. tough

   B. juicy

   C. rare

2. He was so gratified he could scarcely speak. Gratified means

   A. appelled

   B. dazzled

   C. thankful.

DIRECTIONS: Read the following paragraphs. In the space found below each, copy the sentence which contains the main idea.

Forests can be cut down. Oil wells do dry up. Coal seams can run out. Water and air are losing their purity. Americans must face the facts that resources can run out.

3. MAIN IDEA:

Business and industry would find it difficult to function without telephones. Households would not run as smoothly as they do if there were no phones. Telephones are the lifeline of communications. Just think of all the romances which may never had bloomed if it weren't for telephones!

4. MAIN IDEA:

DIRECTIONS: Read the following passage. In the space provided below it, write an outline of the entire selection.

EARLY CLOCKS

The Babylonians first used a pole fixed in the ground to measure the passing of time by the pole's shadow. They found that the shadow was long at sunrise. It slowly grew shorter until it reached a point when it began to lengthen again. They found that at sunset the shadow was as long as it was at sunrise.

The Egyptians used a clepseydra or water clock. This was a basin-shaped, alabaster container which was filled with water. The water ran out of the clock through a hole in the bottom. The time was shown by the level of water remaining inside.

Monks were the first people to use clocks operated by wheels and weights. These clocks have been found in monasteries. They date back as far as the 14th century.

5. Write your outline below (and on the next page, if necessary.)

DIRECTIONS: Below you will find vocabulary used on tests and examinations. Write the letter of the definition (on the right) in the space before the term (on the left) that it correctly defines.

6. _____enumerate

7. _____summarize

8. _____duscuss

9. _____evaluate

10. _____analyze

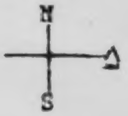
A. to talk or write about and to consider the pros and cons.
B. to examine in detail.
C. to name one by one.
D. to examine and judge.
E. to make a brief report covering the main ideas.

DIRECTIONS: Circle the letter of the phrase which correctly completes the following sentences.

11. Latitude on a map runs

A. East-West
C. East-South
B. North-South
D. North-West

12. On the compass below, the symbol △ represents



A. East
C. North-South
B. West
D. South-North

DIRECTIONS: Draw and label a circle graph showing how you spent (or expect) to spend your time today.

13.

DIRECTIONS: Using Webster's New World Dictionary of the American Language copyright 1974), answer the following questions.

14. In the first pronunciation of terrain, on which syllable does the accent fall?

15. Which is the most usual spelling: hallelujah or halleluiah?

16. What is the origin of the word "futile"?

17. Define "supernumerary."

DIRECTIONS: Circle the letter of the phrase which correctly completes each of the sentences which follow:

18. The easiest way to locate "Gulliver's Travels" in the English Literature book would be to look in

A. the glossary
B. the index
C. the table of contents
D. the appendix

19. To find a definition of habeas corpus in the American Government Book, one would look in

A. the index
B. the table of contents
C. the appendix
D. the glossary

NAME ______________________________

POWER READING POST TEST

DIRECTIONS: Define the following abbreviations in the space provided next to each.

1. @

2. C.

3. Mgr.

4. D.D.S.

DIRECTIONS: State the meaning of the phrases which follow in the space provided below each.

5. posthumous

6. non de plume

7. ex post facto

DIRECTIONS: Read each sentence carefully and decide whether it is true -- all facts -- or false -- opinions. Circle the correct answer.

8. All people have five toes on each foot. TRUE FALSE

9. If you go to college, you will earn more money in your lifetime than someone who doesn't go to college.
TRUE FALSE

DIRECTIONS: Read the following passages. Then circle the letter of the form of propaganda which each illustrates.

10. Bobby Unser says, "A whole new feel. A new way to control roads! "Gas a Just" Shock absorbers. No conventional shocks can match 'em!"
-Popular Mechanics (May, 1977)

A. bandwagon approach
C. Fear and guilt approach
B. Sex approach
D. Expert approach

11. "Uncle George praised the turkey. Aunt Alice liked the fresh flowers. Little Jimmy asked for more apple pie. And Jim's mother noticed the spotty glasses. If you have spot problems... Get the Cascade look... virtually spotless." -Better Homes and Gardens (Nov., 1976)

A. bandwagon approach
C. Fear and guilt approach
B. Sex approach
D. Expert approach

DIRECTIONS: Circle the letter of the phrase which correctly completes each of the sentences that follow.

12. The fiction book which would come first on the shelf in the library would be

A. *Death Be Not Proud* by John Gunther

B. *Death At An Early Age* by Jonathon Kozol

C. *Lord of the Flies* by William Golding

D. *Brave New World* by Aldous Huxley

13. The biography which would come first on the shelf is

A. *The Life of Samuel Johnson* by James Boswell

B. *George Washington Carver* by Rackham Holt

C. *The Life of Pasteur* by Rene Vallery-Radot

D. *The Willie Mays Story* by Milton J. Shapiro

NAME ______________________________

READING FOR PLEASURE POST TEST

DIRECTIONS: Read the following passage. Then circle the letter of the phrase which correctly completes each of the sentences that follow it.

Joe's dark eyes searched frantically for Cleo as he marched with the other Negro soldiers up the long thoroughfare towards the boat. Women were running out to the line of march, crying and laughing, and kissing the men good-bye. But where the hell was Cleo?

Beside him Luke Robinson, big and fat, nibbled from a carton of Baby Ruth candy as he walked. But Joe's eyes kept traveling up and down the street. She would be along here somewhere, any second now she would come calmly out of the throng and walk alongside him till they reached the boat. Joe's mind made a picture of her, and she looked the same as last night when he left her. As he had walked away, with the brisk California night air biting into his warm body, he had turned for one last glimpse of her in the doorway, tiny and smiling and waving good-bye.

From "God Bless America" by
John Oliver Killens

1. This piece of prose is an example of

    A. drama
    B. poetry
    C. fiction
    D. a fable

2. The protagonist is

    A. Joe
    B. Cleo
    C. Luke Robinson
    D. John Oliver Killens

3. Luke Robinson is

    A. a flat character
    B. a round character
    C. a romantic character
    D. a historical character

DIRECTIONS: Read the following passage. Then circle the letter of the phrase which correctly completes each of the sentences that follow it.

The family was up by 6:30 that morning as we usually were on Sunday, to dress and have a leisurely breakfast before setting out for nine o'clock services at church. Of course anyone who has some memory of that shattering day can tell you precisely what he was doing at the moment when he suddenly realized that an era was ending, that the long and comfortable days of peace were gone, and that America and all her people had been abruptly confronted with their most deadly challenge since the founding of the Republic.

As soon as I finished brushing my teeth and pulled on my trousers, I automatically clicked on the little radio that stood on the shelf above my bed. I remember that I was buttoning my shirt and looking out the window - it would be a magnificent day; already the sun had burned off the morning haze and glowed bright in a blue sky - when the hum of the warming set gave way to a frenzied voice. "This is no test!" the voice blurted out. "Pearl Harbor is being bombed by the Japanese! I repeat: this is not a test or a maneuver! Japanese war planes are attacking Oahu!"

From "One Sunday In December"
by Daniel K. Inouye

4. This prose piece is

A. a biography

B. an autobiography

C. an essay

D. a drama

5. The style of this piece of prose is

A. aphoristic
B. terse
C. informal
D. formal

6. The tone of this passage is

A. optimistic
B. satiric
C. tragic
D. humorous

DIRECTIONS: Circle the letter of the phrase which correctly completes the following sentences.

7. Time is

A. a news magazine
B. a digest magazine
C. a magazine of criticism
D. a picture magazine

8. The most important items in a news story appear

A. in the first paragraph
B. in the last paragraph
C. throughout the article

9. Jim Hough's "The Onlooker" is

A. a news story
B. an editorial
C. a review
D. a column

DIRECTIONS: Read the following poem. Then circle the letter of the phrase which correctly completes each of the sentences that follow it.

It happened once in McAllen,
In San Benito, that's twice;
Now it has happened in Brownsville,
And we have seen something nice.

In that saloon known as Baker's
The bullets started to fly;
Bottles would jump into pieces
Wherever you set your eye.

In that saloon known as Baker's
They scatter and they run;
No one is left but Jacinto
With rifle and pistol-gun

"Come on, you cowardly Rangers
No baby is up agin you.
You wanted to meet your daddy?
I am Jacinto Trevino!"...

...Now I must beg your permission,
This is the end of the chorus:
I am Jacinto Trevino,
A native of Matamoros.
"Corrido de Jacinto Trevino"

10. The above poem is written in the form of

A. an ode
B. a ballad
C. an epic
D. free verse

11. The line "bottles would jump into pieces" illustrates

A, allusion
B. alliteration
C. metaphor
D. personification

DIRECTIONS: Match the following items with their definitions on the right.

(Write the letter of the correct definition in the space provided before each term.)

12._____melodrama	A. a play in which the protagonist finds the odds insurmountable and fails to to solve his conflict.
13._____dramatic irony	B. a play which is overacted for a comic effect and which appeals to the many emotions of the audience.
14._____dramatic tragedy	C. a soliloquy
15._____dramatic monologue	D. the final step in a play when the conflict has been met or worked out.
16._____denouement	E. when the audience knows something that the character does not.

SYLLABUS

READING IMPROVEMENT I

Week 1 Student Survey
Pretest
Root Words, Prefixes, Suffixes Packet
Reading Improvement Activities Book I - red workbook
Unit 3 Lessons 4, 5, and 6 Pages 103-110
Choose a book for a book report.

Week 2 Synonyms, Antonyms, Homonyms Packet
Begin reading the book that you chose for your book report.
Red Workbook: Unit 1 Lesson 3 Part B
Pages 14 and 15 and Lesson 4 Parts B, C, and D Pages 19-21.

Week 3 Main Ideas and Topics packet
Continue reading your chosen book.
Red Workbook: Unit 1 Lesson 1 pages 1-6 and Lesson 9 Pages 40-43.

Week 4 Relationships Packet
Continue reading your chosen book.
Red Workbook: Unit 1 Lesson 10 Pages 44-47.

Week 5 Red Workbook: Unit 1, Lessons 5, 6, 7, and 8. Pages 23-39 and
Unit 4, Lessons 1, 2, and 3. Pages 120-138.
Continue reading your chosen book.

Week 6 Following Directions I Packet
Continue reading your chosen book.
Red Workbook - Unit 2, Lesson 8 Pages 70-71 and Lesson 10
Pages 80-84.

Week 7 Complete Following Directions I Packet
Continue reading your chosen book.
Red Workbook Unit 3 Lessons 7 and 8 Pages 111-119.

Week 8 Maps, Globes, Graphs Packet -- Complete the section on maps.
Continue reading your chosen book.
Red Workbook - Unit 2 Lesson 5 Pages 61-62.

Week 9 Maps, Globes, Graphs Packet -- Complete the section on globes.
Continue reading your chosen book.
Red Workbook - Unit 2 Lessons 6-7 Pages 63-69.

Week 10 Maps, Globes and Graphs Packet--Complete the section on graphs.
Finish reading your chosen book.
Red Workbook - Unit 2 Lesson 9 Pages 72-79

Week 11 Spell it Right Packet
Write and turn in your book report
Unit 3 Lessons 1, 2, and 3 Pages 95-105.

Week 12 Finish Spell it Right Packet
End of Term Student Survey

Requirements:
1. Seven Packets
2. One book Report
3. Selected Assignments in Reading Improvement Activities, Book I.
4. Individually Prescribed Activities

General Instructions to the Student:

This syllabus was designed to give you a suggested schedule or your assignments in this class and the requirements which you must meet. If you have problems or questions at any time, ask your instructor.

You will be given a folder to keep all of your work in. Stapled to the inside cover, you should keep a journal that states what you have worked on each day.

Your instructor should have additional activities for your use if you need—or just would like—to work on a skill studied in any of the packets. Just ask her/him.

ROOT WORDS

PREFIXES

SUFFIXES

Pre-test

Pronounce each word in the list. If there is a prefix in the word, write it on the first line after the word. Write the root word on the second line. If there is a suffix, write it on the third line.

	Prefix	Root	Suffix
1. unbelievable			
2. forgiveness			
3. unuseable			
4. midnight			
5. precaution			
6. unwrapping			
7. misfortune			
8. collection			
9. unworthy			
10. indirectly			

Purpose

The purpose of this packet is to help you understand the meanings of words through the use of root words, prefixes and suffixes. You will also be able to identify root words, prefixes, and suffixes.

Objective

The student will be able to identify root words, prefixes and suffixes correctly in prescribed learning activities.

ROOT WORDS, PREFIXES, SUFFIXES

Introduction

By now just about everyone is familiar with ROOTS - the book and T.V. show that traced a man's family back to where he came from - or his "roots." This packet is also going to deal with "roots" - not people roots, but word roots. Then we're going to add parts to the roots to help you become familiar with and master the use of many words that may be unfamiliar to you. These "parts" I mentioned adding to the roots are called prefixes and suffixes. You just read a root word and then a different word with a prefix added in one of the above sentences. I first mentioned the word "familiar" then I changed the meaning of that word by adding 2 letters - or a prefix - to it- making it "unfamiliar". Familiar means you are acquainted with or you know about something. The prefix un changed the meaning to not being acquainted with or not knowing about something.

Words in the English language are made up of word parts, called roots, prefixes and suffixes. Different combinations of these word parts make different words.

The ROOT is the basic part of the word. The root gives the word its essential meaning. Let's use the word transportation as an example and take it apart. The root of transportation is -port- and port means "to carry".

A prefix is a word part added to the beginning of a word or root. A prefix usually changes the meaning of the word or root it is a attached to. In our example transportation - the prefix is trans-

and trans means"across or beyond."

A suffix is a word part added to the end of a word or root. A suffix sometimes changes the meaning of the word or root it is attached to, sometimes changes the form of the word and sometimes does both. Let's look at transportation again. The suffix is -ation and -ation means "the action, process or result of."

Now let's put the three word parts and their meanings together.

transportation = trans - across
port - carry
ation - the action

or

the action of carrying across.

This is a basic definition of the word transportation and thus you know its basic meaning.

Knowing the meaning of every part of a word will not necessarily give you the exact meaning of that word as it is used today. Our English language is constantly changing. Some words have become broader and more general than the original meaning, while other words have become narrower and more specialized. However, knowledge of the word parts will help you to decide the actual meaning of the word as it is being used.

Some commonly used "roots" are listed below and on the next page, along with a general meaning. Remember a root takes on a precise and definite meaning only when it is combined with other word parts (prefixes and suffixes) to form a specific word.
word.

ROOTS	MEANING
ag,act,ig	act, do
bi,bio	life
cede,ceed,cess	go, yield
dic,dict	say
fer	carry
scrib, scrip	write
spec,spect,spic	look
vert, vers	turn

EXERCISE 1

In the words below, underline the letters that are the root word. Look back at the list of Roots and Meanings.

Example: transfer dictionary

1. reaction
2. biology
3. exceed
4. transfer
5. scribble
6. scripture
7. spectacles
8. report
9. reverse
10. diction

The list of commonly used roots were not actual words, but some real words are also used as roots too. For example the root of smaller is small, the root of misplace is place, the root of painful is pain.

EXERCISE 2

See if you can spot the root words in the following list of words. Underline only the root word.

Example - freedom   already

1. creamy
2. outstanding
3. replaceable
4. frightening
5. dangerous
6. travelers
7. almost
8. review
9. skillful
10. sixty
11. multicolored
12. unfairness
13. speaker
14. smoothly
15. stuffy
16. sleepy
17. American
18. lemonade
19. unknown
20. rocky

We said a prefix was a word part added to the beginning of a root word and that it changes the meaning of the word. Thus if you were having a "pleasant day", you would be having a good, happy or contented day. But by adding the prefix "un" (which means not) and you were having an "unpleasant day," you would not be having a good, happy or contented day.

Some common prefixes and their meaning follow:

PREFIX	MEANING
anti-	against
de-	down or from
inter-	between
re-	back, again
in-	not
pro-	before
un-	not
dis-	opposite
ex-	out of or out from
auto-	self
sub-	under
super-	above, over or superior
tele-	distant,far
with-	against or from
con-	together or with

Exercise 3

Underline the prefix of the following words.

Example - displace   interstate

1. antislavery
2. deform
3. condense
4. unfriendly
5. withhold
6. superman
7. subway
8. renew
9. reclaim
10. automobile
11. unhappy
12. tele ~~[illegible]~~phone
13. interstate
14. reaction
15. proclaim
16. displaced
17. exclaim
18. indoors
19. remind
20. explore

Exercise 4

Write a word for each of the following prefixes. Example: un - unfit

super - supermarket

1. in- ____________________
2. pro- ____________________
3. ex- ____________________
4. sub- ____________________
5. tele- ____________________
6. with- ____________________
7. re- ____________________
8. de- ____________________
9. anti- ____________________
10. auto- ____________________

Finally we come to suffixes. They are added at the end of words and change the meaning and sometimes the form of the word.

Some commonly used suffixes are:

SUFFIXES	MEANING
-able	able, inclined to
-ful	full of
-ish	acting like, similar to, tending to
-ist	one who is accociated with
-en	made of, becoming, or being
-ent, er, or	one who
-less	lacking, free of, without
-ly	like, in the manner of
-ment	state, result, or act of
-ness	state, quality or condition of
-ship	art or skill, state or quality of being

Exercise 5

Underline the suffixes in the following words.

1. livable
2. friendship
3. resentment
4. happiness
5. statement
6. likely
7. student
8. racist
9. restless
10. cheerful
11. golden
12. colorless
13. teacher
14. childish
15. traitor

Exercise 6

Write a word for ~~ech~~ each of the following suffixes.

Example - able fashionable

1. -ship ______
2. -ness ______
3. -ment ______
4. - ly ______
5. - less ______
6. - ent ______
7. - er ______
8. - ist ______
9. - ish ______
10. - ful ______

Post test

Pronounce each word in the list. If there is a prefix in the word, write it on the first line after the word. Write the root word on the second line. If there is a suffix, write it on the third line.

	Prefix	Root	Suffix
1. distrustful			
2. inexpertly			
3. misbehaved			
4. inhuman			
5. immeasurable			
6. disgraceful			
7. inadvisable			
8. invitation			
9. irrigation			
10. formation			
11. immovable			
12. courageous			
13. silken			
14. discouraging			
15. runious			

ROOT WORDS, PRE FIXES AND SUFFIXES

After you have completed the packet on Root Words, Prefixes and Suffixes, you might want to do some further word or practice with this skill. The following materials or activities will be useful. Ask your instructor where to find these books and materials.

1. Be A Better Reader Book I pgs. 84, 98, 110, 138, 139
2. " Book II pgs. 76, 118
3. " Book III pgs. 48, 98, 99
4. " Book A pgs. 138, 139
5. " Book B pgs. 58, 82, 84
6. " Book C pgs. 98

7. Tactics in Reading Book A pgs. 31 - 46
8. Tactics in Reading Book B pgs. 29 - 35

9. Correctness and Effectiveness of Expression pg. 32 - 43
10. Structural Word Study pgs. 79 - 85
11. Reading Improvement for Men and Women in Industry pgs. 30, 33, 94, 95
12. Independent Reading - pgs. 33 - 40

13. Reading Improvement Activities Book I Pgs. 103- - 110
14. " Book II pgs. 93 - 97
15. " Book III pgs. 94 - 96

16. Tactics in Reading Book I pgs. 19 - 26 97 - 100
17. Warriner's English Grammar and Composition third course (green) pgs. 429 - 432

18. Improving Word Skills pgs. 35 - 49 59 - 60

SYNONYMS, ANTONYMS AND HOMONYMS

Pre-test

Directions: Read the following sentences carefully. Circle the correct meaning.

Example: Which means without color? [✓ pale], pail

1. Which means the opposite of war? peace piece
2. Which means to listen with your ears? here hear
3. Which is a kind of tree? fur fir
4. Which is part of a bicycle? pedal peddle
5. Which is a fruit? pear pair pare
6. Which means the opposite of old? new knew
7. Which means change? alter altar
8. Which is played on the piano? chord cord
9. Which is a kind of meat? steak stake
10. Which means not strong? week weak

Underline the word in each line that means the same or nearly the same as the first word in that line.

Example: weary	happy	tired	lonely	sober
1. anxious	active	eager	pleased	brave
2. margin	error	border	rough	paper
3. harsh	grain	large	rough	polite
4. slender	scare	tender	stern	slim
5, annoyed	alone	displeased	truthful	angry
6. custom	dress	habit	ability	cushion
7. caution	assist	elect	warn	rescue
8. vacant	empty	expect	use	enter
9. fatal	deadly	faithful	careless	fortunate
10. altitude	fear	harbor	painted	height

Pre-test cont.

Match the following words with their opposites.

Example: 1. tall __2__ little

2. big __1__ short

1. perfection ________ a. SUCCEED
2. enemy ________ b. HEED
3. fail ________ c. TOGETHER
4. despair ________ d. INFERIORITY
5. ignore ________ e. COMPLEX
6. separate ________ f. HOPE
7. victory ________ g. DIVIDE
8. unite ________ h. FRIEND
9. simple ________ i. SLOW
10. swift ________ j. DEFEAT

Purpose

The purpose of this packet is to help you understand what antonyms, synonyms, and homonyms are and the way they are used.

Objective

The student will be able to use or select a homonyn, synonym antonym correctly in prescribed learning activites.

INTRODUCTION

Synonyms, antonyms, and homonyms are words which are frequently used by writers and sometimes confused by readers. A good reader will increase his reading skills if he is familiar with these kinds of words and the way they are used.

A synonym is a word that means the same or nearly the same as another word. A good way to remember what a synonym is (and to distinguish it from homonyms and antonyms) is to remember the word similar. Synonyms are words that are similar. Synonym - similar.

Some examples are the words large, huge, enormous. No matter which of these words is used to describe a package, for example, you would know that the package was very big because the words large, huge, and enormous mean the same or nearly the same as big.

Authors use synonyms often to give variety to their writing. Just as you would get tired of eating dull cornflakes for every meal you ate, you might also very quickly lose interest in a story you were reading if the author used the same word - little- to describe a man. "He had a tiny head, very small hands, and wee shoes on his miniature feet," , is a much more colorful way to describe this man than to use the same expression over and over again. "He had a little head, little hands, and little shoes on his little feet," doesn't give any variety to the description.

Learning to recognize and use synonyms is a valuable skill to have in both writing and reading.

Antonyms are the opposite of synonyms - they are words that are opposite in meaning. Common examples are light and dark, large and small, old and new. Writers also use antonyms to help describe or contrast their characters or places. "She was small, blonde and very dainty, while he was tall, dark and rugged looking." From these descriptive words you can get a picture of what the man and woman looked like, but you also know they were just the opposite of each other.

Homonyms are probably the most troublesome words to master as they are the ones that sound the same but have entirely different meanings and are spelled differently. The most common examples are there, their, they're and to, too, two. Though the spelling is somewhat alike in these examples, words such as "flocks" and "phlox" are so different, it's hard to imagine how we ever decided to pronounce them the same even though they look so different! It is probably to your advantage to memorize the spelling and meaning of homonyms, as even one or two misplaced letters can give the word an entirely different meaning.

EXAMPLES:

there- - means a place or is used to begin a sentence

Please put the groceries oven there. (a place)

There are some oranges in the refrigerator. (Used to begin a sentence.)

Their - is the possessive of they. They "own" it.

The men gave their opinions.

The boys brought us their sweaters.

They're - is the contraction for the words they are. It is simply a shortened way of saying they are.

They're going to walk to the beach.

They're waiting for the bus.

Summary: Please stand over there, where they're waiting, holding their tickets.

They're standing there by their car.

to - a preposition, also part of the infinitive form of a verb.

She told us to clean the windows.

He walked to the store.

Joe knows how to play polo.

too - means also or more than enough, too much!

It is too cold up north for many birds.

"You mean she's going too!"

two - the word form of the number 2

She is two years old today.

I saw two horses in the field.

Summary: He was too tired to write the last two letters.

Now let's see if you can do some excercises using synonyms, antonyms, and homonyms.

EXERCISE 1

Synonyms are words that mean almost the same thing.

Underline the word in each line that has a similar meaning to the first word in that line.

1. journey	short	wagon	ship	trip
2. avenue	street	story	strange	stamp
3. error	struck	mirror	mistake	meant
4. correct	sure	strange	right	thing
5. decay	increase	waste	rot	strange
6. amusing	funny	sad	huge	loathe
7. sacrifice	present	attempt	hasten	offering
8. wretched	wretched	miserable	flashy	important
9. gloomy	solid	huge	dark	movable
10. ancient	active	angry	old	valuable

EXERCISE 2

Find in Column B a synonym for the words in Column A. Write the number in the blank.

A	B
Example: 1. rescue	________ a. SAVE
2. ancestor	________ b. FIRST
3. admire	________ c. TOILSOME
4. difficult	________ d. STRUGGLE
5. endure	________ e. FORBEAR
6. original	________ f. ESTEEM
7. strive	________ g. REQUIRE
8. compress	________ h. FRANTIC
9. demand	________ i. WITHSTAND
10. violent	________ j. REDUCE

EXERCISE 3

In the blank after each word, write a synonym of that word.

EXAMPLE: decay rot

1. tired ________
2. loud ________
3. unclean ________
4. broth ________
5. swelled ________
6. bandit ________
7. rough ________
8. ability ________
9. grateful ________
10. unusual ________

ANTONYMS are words which are opposite in meaning.

EXERCISE 4

Find the word in Column B that has the opposite meaning of the word in Column A. Place the number in the blank.

A	B
1. straight ____	____ a. crooked
2. false ____	____ b. reckless
3. entire ____	____ c. assist
4. depart ____	____ d. true
5. poverty ____	____ e. tiny
6. cautious ____	____ f. reluctant
7. hinder ____	____ g. partial
8. tense ____	____ h. graceful
9. immense ____	____ i. arrive
10. eager ____	____ j. relaxed
11. awkward ____	____ k. wealth

EXERCISE 5

Find a word in the list below that is an antonym. of the numbered words and write it in the blank. You will use each word only once.

1. difficult __________
2. increase __________
3. unite __________
4. fresh __________
5. correct __________
6. victory __________
7. accept __________
8. dangerous __________
9. sunny __________
10. sorrow __________
11. awkward __________
12. toss __________
13. cowardly __________
14. gorgeous __________
15. loose __________
16. frown __________
17. antique __________
18. foreign __________
19. fluid __________
20. release __________

defeat
easy
reject
ugly
brave
new
safe
domestic
restrain
graceful

stale
decrease
divide
shady
smile
wrong
solid
find
catch
happiness

Homonyms are words which sound alike but are spelled differently and have different meanings.

EXERCISE 6

Circle the correct word in the sentences below.

EXAMPLE: They opened ([✓ their], there, they're) mouths for food.

1. We have a book in our library called "Birds and (There, Their, They're) Homes."
2. Are you sure you have enough bus (fare, fair) to get home?
3. Although the king was 98 years old, he continued his (rein, reign, rain) in perfect health.
4. Don't (waste, waist) your time, that exercise will never make your

   (5.) (waste, waist) smaller.
6. (Foul, Fowl) ball!
7. You (wrap, rap) on the door.
8. Which is (their, there, they're)house?
9. There was (not, knot) room (10) (fore, for, four) all of us.

EXERCISE 7

Circle the correct meaning.

1. Which means the space between church pews?	aisle	isle
2. Which is a kind of tree?	beech	beach
3. Which means a street?	rode	road
4. Which is a kind of metal?	lead	led
5. Which means to color?	die	dye
6, Which means a story?	tail	tale
7. Which is above the fireplace?	mantel	mantle
8. Which means writing paper?	stationery	stationary
9. Which means rough and scratchy?	coarse	course
10. Which is a kind of fruit jelly?	current	currant

EXERCISE 8

Fill in the blanks with the correct words.

1. The ____________(do, dew, due) was heavy this morning.
2. A ________________(herd, heard) of cattle roamed the plain.
3. She will _____________ (great, grate) the cabbage for cole slaw.
4. The farmer will ____________ (so, sow, sew) oats in that field.
5. He will use a wooden __________________ (stake, steak) to
6. _____________________ (stake, steak) out his claim of land. Then he'll go to town and eat a ___________________(7) (steak, stake) at the grill.
8. Bob let out a __________________ (groan, grown) as he saw his garden withering in the heat.
9. The ________________ (site, sight) of the house was on a hilltop.
10. Mr. Weaver has ____________ (to, too, two) give a speech.

Post Test

Directions - Read the following sentences carefully. Circle the correct meaning.

1. A week in here is much too long for my (moral, morale).
2. Is (your, you're) sister ready to go?
3. The girl was (plain, plane) looking, but friendly.
4. What are we having for(desset, desert)?
5. The school (principal, principle) sent me home with a note.
6. (Whose Who's) book is this?
7. She gave me a very nice (complement, compliment).
8. The (whether, weather) is turning colder.
9. The senator took us through the (Capital, Capitol) building.
10. He almost fell (through threw) the window.

Match the synonyms.

1. forefather ________ a. persuade
2. accumulate ________ b. incredible
3. ramble ________ c. ancestor
4. urge ________ d. handy
5. conclusion ________ e. grave
6. marvelous ________ f. clutch
7. device ________ g. collect
8. convenient ________ h. instrument
9. grip ________ i. result
10. serious ________ j. wander

Match the antonyms.

1. desert __________ a. hope
2. synonym __________ b. guilty
3. innocent __________ c. domestic
4. simple __________ d. final
5. initial __________ e. deny
6. despair __________ f. antonym
7. irritate __________ g. past
8. foreign __________ h. soothe
9. future __________ i. swamp
10. admit __________ j. complex

After you have completed the packet on Synonyms, Antonyms, and Homonyms, you might want to do some further work or practice with this skill. The following materials or activities will be useful. Ask your instructor where to find these books and materials.

Antonyms

1. Be a Better Reader Book C pg. 147
2. Be a Better Reader Book I pg. 123
3. Be A Better Reader Book II pg. 120
4. Be a Better Reader Book III pg. 69
5. Conquests in Reading pg. 128

Synonyms

1. Be A Better Reader Book I pg. 124
2. Be A Better Reader Book II pg. 119
3. Be A Better Reader Book III pg. 68
4. Conquests in Reading pgs. 105, 125, 128, 131, 134

Synonyms, Antonyms, and Homonyms

1. Reading Improvement Activities Book I
   pgs. 4, 10, 14, 19, 20, 21, 25, 33, 46, 79, 125, 130, 131
2. Reading Improvement Activities Book II
   pgs. 4, 11, 23, 38, 49, 136
3. Reading Improvement Activities Book III
   pgs. 6, 1o, 11, 128, 129 part D
4. Improving Word Skills pgs. 53 - 58

MAIN IDEAS & TOPICS

PRE-TEST

DIRECTIONS: READ THE FOLLOWING PARAGRAPHS. YOU ARE TO FIND THE TOPIC AND MAIN IDEA OF EACH PARAGRAPH. WRITE YOUR ANSWERS BELOW EACH PARAGRAPH. YOU MAY READ THE PARAGRAPHS AS MANY TIMES AS YOU WISH.

1. Most animals can get away from danger in a hurry. Animals, like the deer, can run fast and escape danger. Other animals, such as squirrels and racoons, can quickly climb a tree. Some animals, like birds, can fly away very fast.

TOPIC:

MAIN IDEA:

2. Many animals are protected by their color. Dull colored toads often look like dirt because they are the color of the soil. Many birds, especially the females, are hard to see because their color blends in with the trees. Some animals' fur even changes with the season so that they are protected all year.

TOPIC:

MAIN IDEA:

3. The reindeer were very useful to the people in the North. Reindeer were used to pull goods. This animal could haul more than three hundred pounds. The reindeer also furnished man with milk, cheese, and meat.

TOPIC:

MAIN IDEA:

4. Many insects cause damage. Some insects destroy plants and trees. Some insects eat up clothing and carpets. Other insects, such as mosquitoes, gnats, and lice, cause discomfort and injury to people and animals.

TOPIC:

MAIN IDEA:

PURPOSE

In this packet you will be given the opportunity to study and practice the reading skills of (1) finding topics and (2) finding main ideas. No matter what you are reading--whether it be a history, science, math, business or literature book--if you are unable to state the main idea, you have not grasped the full meaning of the article.

OBJECTIVE

Given a short informational paragraph, the student will state the topic and main idea.

PART I

INTRODUCTION

WHAT IS A TOPIC?

When you finish reading Part I of this packet, you should know what a topic is.

The topic is the subject.

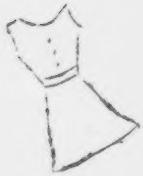
The topic answers the question, "What is it about?"

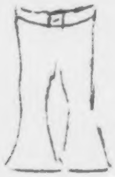
Let's start studying topics.

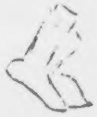
****

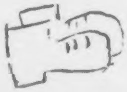
STUDY 1

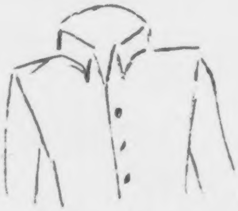
What do these things have in common?











Below is a list of the names of the things pictured. Your job is to think of a heading for this list. Think of one word which describes all of the things and write that heading on the line.

____

dress

slacks

socks

shoes

shirt

Now circle the letter of each word below that could be added to the above list.

A. dog
B. coat
C. wall
D. boots
E. belt
F. test

The heading you wrote on the line above the list is a TOPIC. It can answer the question, "What is it about?"

****

STUDY 2

Read the lists of words which follow. Circle the one word that is the topic for all of the other words in the list.

grapes
apples
oranges
pineapples
fruit
cherries

baseball
tennis
sports
football
hockey
golf

one
ten
five
numbers
eight
six

oak
walnut
pine
trees
maple
elm

sheep
dogs
animals
monkeys
pigs
bears

months
June
May
April
March
August

corn
beans
beets
carrots
squash
vegetables

Strchs
Lite
Pabst
Schiltz
Hamms
Beer

books
pencils
school supplies
ruler
paper
pen

*Check your answers with the answer key.

****

STUDY 3 TOPICS IN PARAGRAPHS

A good reader is able to say what the topic of a paragraph is. The topic is the subject of the paragraph. The topic answers the question, "What is it about?"

Read the paragraph below. Try to find the topic. Ask yourself, "What is it about?"

> There are many kinds of pets. A gold fish is an easy type of pet to care for. On the other hand, if you have trouble with insects or mice in your house, a cat is a good pet to have. But everyone agrees that a dog is man's best friend.

Is the above paragraph about pets, fish, insects, mice, cats, or dogs? If you picked fish, insects, mice, cats, or dogs, you did not find the topic. The topic must include all of these things. "What is it about?" It's about pets.

PRACTICE EXERCISE

DIRECTIONS: Read the paragraphs which follow. Find the topic of each paragraph. Ask yourself, "What is it about?" Write your answers in the space which follows each paragraph.

1. The kids love to play at the park because there are all kinds of things to do. The first thing anyone does is to climb the monkey bars all the way

to the top. The climb up the slide is fun, but the ride down the slide is the best. After the hard climb on the monkey bars and slide, you can relax on the swings.

What is the topic? (What was it about?) ______________________________

2. Paint comes in hundreds of colors and shades, but you must know what kind of paint you need. A "flat" finish paint does not shine and is often used for ceilings and sometimes walls. A "semi-gloss", sometimes called "satin enamel", cleans easily and should be used in the kitchen and bathroom. A "gloss" finish has a high shine and looks nice on woodwork.

What is the topic? (What is it about?) ______________________________

3. People like process cheese for many reasons. It has a mild flavor. Process cheese keeps well. It is also easy to slice and will not melt easily.

What is the topic? (What is it about?) ______________________________

4. Your thumb is your busiest and most important finger. Your thumb is your strongest finger. It can cross over or work with any other finger. You could get along well with the thumb and only one other finger.

What is the topic? (What is it about?) ______________________________

STOP

*Check your answers with the answer key.

PRACTICE EXERCISE II

DIRECTIONS: Read the paragraphs which follow. Find the topic of each paragraph. Ask yourself, "What is it about?" Write your answers in the space which follows each paragraph.

1. America has magazines for every age and interest group. Newsweek and Time have news stories of the week. Field and Steem has stories about hobbies and sports. Family Circle has pages of fashions, recipes, and ideas for your home.

What is the topic? (In one word, tell what the paragraph was about.)

____

2. Paul Bunyan was a huge man. I was told he was more than twelve feet tall. He weighed 888 pounds. When he stretched out his arms he could reach nearly eighteen feet.

What is the topic? (What is it about?) ____________________

3. The Quakers lived simply. They built plain meetinghouses in which to worship. They had simple worship services. At times no one would speak during the whole service.

What is the topic? (In one word, tell what the paragraph is about.)

____

4. Martin Luther King fought peacefully for civil rights. He gave speeches in many parts of America. He led many marches. He was awarded the Nobel Peace Prize in 1964.

What is the topic? (What is it about?) ____________________

5. Barbara Jordon is one of the best known women in America. She spoke up for justice at the trial to impeach Richard Nixon in 1974. Two years later she gave the keynote speech at the Democrat National Convention. She works hard and long hours as a member of the Congress where she is very active.

What is the topic? (What is it about?) ____________________

PART II

INTRODUCTION

WHAT IS A MAIN IDEA?

When you finish reading Part II of this packet, you should know what a main idea is.

In Part I you learned that the topic tells the subject.

The topic answers the question, "What is it about?"

In Part II you will learn that the main idea tells what is said about the topic.

The main idea answers the question, "What is said about the topic?"

Let's start studying main ideas.

****

STUDY 1

The main idea tells what is said about the topic. Sometimes the writer states the main idea. Sometimes he does not state the main idea. When the writer does not state the main idea, you must draw all the details together for yourself.

Let's try to find a main idea in a paragraph.

1) Read the paragraph below.

2) Find the topic of the paragraph.
   Ask yourself, "What is it about?"

3) Find the main idea.
   Ask yourself, "What does it say about this topic?"

Whales are the biggest animals in the sea. The largest whales are over 100 feet long. It would take two or three railroad cars to carry one. One kind of whale has a mouth that is 12 feet from front to back.

The topic of this paragraph is whales. What does the paragraph say about whales? The main idea is "Whales are the biggest animals in the sea." The fact that the whale is over 100 feet long or has a 12 foot mouth are details which support the main idea.

PARACTICE EXERCISE I

DIRECTIONS: 1) Read the paragraph

2) Find the topic
Ask yourself, "What is it about?"

3) Find the main idea.
Ask yourself, "What does it say about this topic?"

1. There is something for everyone to enjoy in a museum. Most people enjoy seeing the tools people used in the old days. Children like to see the dolls that girls played with a hundred years ago. Some people enjoy eeeing all kinds of old cars kept in the museum.

TOPIC:

MAIN IDEA:

2. Although she was a slave, Phyllis was treated kindly by the Wheatleys. Her room was heated and lighted. She allowed to join the Old South Church in Boston. She did not have to work hard. Mary Wheatley even taught Phyllis how to read and write.

TOPIC:

MAIN IDEA:

3. Bodie, California is a ghost town which gives people creepy feelings. The gray empty houses are silent and spooky. The shutters rattle in the wind. Tumbleweed rolls through the streets.

TOPIC:
MAIN IDEA:

4. People all over the country love Mary Hartman. There are Mary Hartman fan clubs. Bumper stickers on cars read: "Honk, Honk, If You Love Mary Hartman." Some newspapers tell what happens on Mary Hartman each day.

TOPIC:

MAIN IDEA:

STOP
Check your answers with the answer key.

PRACTICE EXERCISE II

DIRECTIONS: 1) Read the paragraph

2) Find the topic.
Ask yourself, "What is it about?"

3) Find the main idea.
Ask yourself, "What does it say about this topic?"

1. A youth is the person who is going to carry on what you have started. He will sit where you are sitting and do the things you think are important. He is going to take over your schools, your jobs, and your churches.

TOPIC:

MAIN IDEA:

2. Air pollution is caused by many different things. One of the biggest causes is the gas fumes from cars. Another cause of air pollution is the burning of coal and oil for energy. Burning garbage can also cause air pollution.

TOPIC:

MAIN IDEA:

3. Air pollution causes much damage. Air pollution hurts people. The pollution may make a person have a headache or it can even cause death through lung diseases. The fumes can kill trees and plants. Air pollution also helps to make the metal on your car rust.

TOPIC:

MAIN IDEA:

4. It is important that you learn to talk well. People enjoy listening to someone who is interesting--so you may make new friends. You may find it easier to get a good job and then to get ahead on that job. You can also act as a leader in a social group if you can speak well.

TOPIC:

MAIN IDEA:

****

STUDY 2

In Study 1 you learned what a main idea is and practiced finding the main idea is paragraphs. In Study 2 you wlll be given the opportunity to practice finding the main idea in a longer passage. Finding the main idea of a story in a literature class, or the main idea in an article in a history class, or the main idea in an experiment in a science class is an important skill for you to learn. If you would like to have more practice in finding the main idea in a passage, see your teacher for outside practice readings that she/he can recommend.

PRACTICE EXERCISE

DIRECTIONS: Read the following stories. First find the topic of each story. Then find the main idea of each story. Write your answers in the space you will find at the end of each story.

STORY 1

TRAPPING MONKEYS

We have found that the ring-tail monkey can be trapped with a green melon since monkeys love the seeds of the melon.

First we cut a small hole into the green melon on the vine. The hole must be just the right size to fit the monkey's hand. When the monkey sees the hole in the melon, he puts his hand in to get the seeds. He will take all he can hold in his hand.

As long as he holds onto the seeds, his hand will not come out. He often cries and screams. But he will almost never drop the seeds.

As a last resort the monkey will try to take the melon with him. But the green melon is too big for him to carry. So, we have found that it is easy to catch him.

TOPIC:

MAIN IDEA:

STORY 2

WHALES

Harry got up and put down the book he had been reading to his daughter, Carol. The book had been about a whale and how he was hunted by a whaling ship.

"Dad, do they really catch whales thay way?" Carol asked.

Harry sat down across from her. "Oh, I don't think we do it quite like that now."

"What do you call that long spear they threw at the whale?" she asked.

"That is called a harpoon. It looks something like a large fish hook at the end of a long spear. The men fastened a rope to one end. When they saw a whale, they went out from the whaling ship in small boats to harpoon it."

"Then what happened?" asked Carol.

"A man stood up in front of the small boat. He threw the harpoon into the whale's body. Sometimes the whale turned the boat upside down as he fought the big hook. The men were all thrown into the cold water. If the men were lucky, the whale got tired of pulling the boat. When the whale stopped, one of the men shot it behind the head to kill it. Other boats came up to help the men bring in the dead whale."

"It sounds like hard and dangerous work to me," said Carol.

"It sounds like a lot of fun to me," Harry said.

TOPIC:

MAIN IDEA:

MAIN IDEAS

POST-TEST

DIRECTIONS: Read the following paragraphs as many times as you need to. You are to find the topic and main idea of each paragrpah. Write your answers below each paragraph.

1. Oysters have many enemies. Boring snails bore holes through the oyster's shell and then eat the oyster. Crabs attack and eat oysters. Some fish with sharp teeth crush the oysters and eat them.

TOPIC:

MAIN IDEA:

2. Sugar is found in many different foods. Grapes and watermelons have a lot of sugar in them. Honey and maple sugar are also sources of sugar. Sugar is even found in milk and some vegetables.

TOPIC:

MAIN IDEA:

3. Minerals are needed to make a strong body. Calcium is a mineral which builds strong bones. Iron is a mineral your body needs to make red cells in the blood. Your body needs many other minerals in very small amounts to keep in good health.

TOPIC:

MAIN IDEA:

4. Birds are very useful to people. Birds are good sources of food. Chickens and turkey provide people with meat. Chickens give people eggs to eat, too. Many birds help farmers protect their crops because they destroy insect pests and harmful mice.

TOPIC:

MAIN IDEA:

RELATIONSHIPS - THINKING PATTERNS

PRE-TEST

DIRECTIONS: READ THE FOLLOWING PARAGRAPHS. NAME THE RELATIONSHIP OF THE SENTENCES IN EACH PARAGRAPH. FIND THE WORDS THAT SIGNAL THAT RELATIONSHIP AND CIRCLE THEM.

1. During our trip to the zoo, we saw three elephants doing tricks, watched a monkey show, took a ride on the train, and ate lunch.

RELATIONSHIP:

2. During our trip to the zoo, we saw three elephants doing tricks. After that we watched a monkey show. Later we took a ride on the train. Finally we ate lunch.

RELATIONSHIP:

3. During our trip to the zoo we liked seeing three elephants doing tricks and watching the monkey show much more than taking a ride on the train and eating lunch.

RELATIONSHIP:

4. Because, on our trip to the zoo, we had seen three elephants doing tricks, watched a monkey show, taken a train ride, and eaten lunch, we were able to write some very interesting stories for the school newspaper.

RELATIONSHIP:

PURPOSE

In this packet you will be given the opportunity to study relationships of sentences in paragraphs and the words which signal that relationship. You will be given many exercises to practice this reading skill. You will find in many of your classes (history, government, literature, etc.) that you need to pick out such relationships in order to fully understand the reading.

OBJECTIVE

The student will be able to name the relationship of the sentences in a given paragraph and identify the words which signal that relationship.

INTRODUCTION

What are relationships in writing?

When we speak of relationships in writing, we are talking about thinking patterns. You use different kinds of thinking patterns all the time. You need order to make any meaning out of the many details you think, talk, or write about.

In this packet you are going to study four very common thinking patterns, or relationships. They are:

(1) Time order

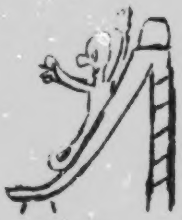
(2) Cause-effect

(3) Comparison-contrast

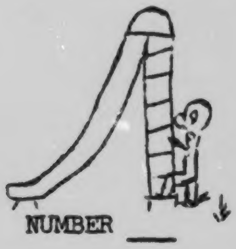
(4) Simple listing

PART I

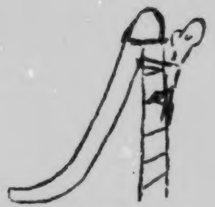
TIME ORDER RELATIONSHIPS



NUMBER ___



NUMBER ___



NUMBER ___

These three pictures show how to use a slide. In what order should the pictures be to show how to use a slide from the first step to the last step? Number the pictures 1,2, and 3 in the blank spaces below each picture.

Which of these paragraphs are written in the order of the steps the boy takes to use a slide? Circle the letter of the paragraph written in the right time order.

A. The ride down the slide was worth the long climb up. It even made him forget his moment of fright when he stood at the bottom of the ladder looking up.

B. He first started at the bottom of the slide and got up his nerve. Then he slowly climbed the ladder. The best part was when he finally enjoyed the ride down the slide.

When you read most stories, you need to pick out the time order relationships to get the full meaning of the story. Some newspapers and most of the reading in your text books are written in time order relationships. When you give or get directions, you must use time order: first do this; then do that; and so on.

Time order relationship is often signaled with clues like dates or words dealing with time. Below you will find some of those clue words.

first
second
third
last
soon
at last
then
now

later
immediately
ago
at that time
for days
subsequently
until
while
finally

meanwhile
already
next
before
after
during
in the meantime
afterwards

EXAMPLE EXERCISE IA:

Read the following paragraph. See if you can pick out the words which signal a time relationship.

We first began hunting for a house in February. In April we found "our" house. We then put down a deposit on the house. It wasn't until July 1st that we were able to close the deal. We finally moved into the house on July 13.

These are the words you should have found that signal a time relationship: first, February, April, then, until, July 1st, finally, and July 13.

You're on your own!

EXERCISE IA

DIRECTIONS: Read the following paragraphs and select the words which signal a time relationship. Circle the words that you select.

1. Ety first entered the country in August. At first she could speak very little English. In September she enrolled in an Adult Education class. Soon she was learning to speak English quite well. Subsequently she was able to talk to more people and make new friends. Now she is very happy in the U.S.A.

2. First decide what kind of sandwich you want to make. Then get the bread, meat, and sandwich spread from the refrigerator. It is usually best to put the sandwich spread on the bread before you put the meat on. Remember to put the things back in the refrigerator and clean up after you've made your sandwich.

3. I heard the garbage truck coming down the street. Immediately I ran to collect the wastebaskets from the different rooms. Meanwhile my husband got the trash bags out of the drawer. We got the bags out on the street before the truck reached our house.

4. I dropped out of school many years ago. At first I wasn't able to get a very good job, but I slowly worked my way up. Later I got married. My wife and I had our first child not long afterwards. I'm not sure why, but now I really want that high school diploma.

*Check your answers with the answer key.

EXAMPLE EXERCISE IB:

Read the following sentences. Number each item to show the correct time relationship. Use 1 for the event which would have occurred first, 2 for the second, and so on.

a. __ Then he just seemed to stop growing.

b. __ When we first bought our dog Patches, he was a small puppy not more than a foot long.

c. __ We've given up hope that he'll ever grow any larger now.

d. __ Within a month he grew two feet taller, and at least a foot wider.

If you put the sentences in the sequence which follows, you've got the idea: 1. b 2. d 3. a 4. c. If you don't think you've got the idea, see your teacher for more help.

SOME MORE PRACTICE-----

EXERCISE IB

DIRECTIONS: Read the sentences which follow. Number each item to show the correct relationship.

1. a. __ To make a cup of instant coffee, you need to first heat some water.

b. __ I usually put sugar in the cup, too, after I've put the coffee in.

c. __ When the water finally boils, you're ready to pour it in the cup and stir up everything well.

d. __ Meanwhile, as the water is heating , you can put some instant coffee in a cup.

2. a. __ Finally, he decided to slip into an empty room to see who the person was when they came by the door.

b. __ Carl decided someone was following him after he stopped and listened to the footsteps in the hall.

c. __ At that time, standing in the room alone, he had no idea who could be following him.

d. __ Afterwards he laughed at being afraid of Mr. Richardson who was making rounds to see everything in the building was okay.

3. a. __ It was 2 a.m. before they left Bonnie and Clyde's.

b. __ They left the party early and then went to Bonnie and Clyde's for some dancing.

c. __ The two girls first went to a party at Jim's.

d. __ But my last and final question is why didn't they get home until 4 a.m.

4. a. __ Amie bought a new car on June 1st.

b. __ She immediately called the car dealership who came and towed the car away.

c. __ It's now the first week of July and Amie still has not had her car returned to her.

d. __ She had her first car trouble the second week in June when the car refused to start.

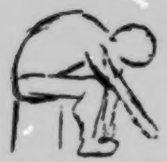
*Check your answers with the answer key.

EXERCISE IC

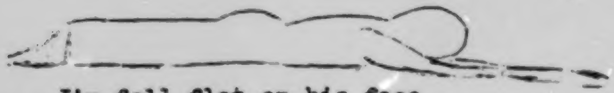
DIRECTIONS: In three to six sentences, write the directions on how to do something. Try to use as many words signaling time relationships as you can. Underline the words which signal a time relationship.

PART II

CAUSE-EFFECT RELATIONSHIPS



Jim tied his shoe
laces together.



Jim fell flat on his face
when he tried to walk.

The result is Jim fell [illegible] flat on his face. What caused this effect?

Complete this sentence:

Jim fell flat on his face because ________________________________.

This thinking pattern is called cause-effect. Something makes something else happen. In other words, a cause brings about an effect.

You may not have thought about it, but you use cause-effect thinking patterns every day. If you're trying to figure out why something doesn't work, you know the effect but are looking for the cause. Knowing cause-effect relationships is an important reading skill to learn. When you read a story, you may use it to try to understand why a character acts in a certain way. In a science class, you may have to figure out why you get certain results in an experiment. In a history class, you may need to know why a certain law was passed (the cause) and how the people acted under the law (the effect.)

Cause-effect relationships are often signaled by clue words or groups of words. A list of such signal words follows:

For this reason
in order to
since
so that
therefore
on account of
because
hence
thus
consequently
accordingly
as a result
so
so that
it follows that

EXAMPLE EXERCISE IIA: Read the following paragraphs. Circle the words which signal a cause-effect relationship.

The problem of unemployment has become too great to be ignored. Consequently the government has begun to find new jobs and programs to meet the needs of people out of work.

The word which signals the cause-effect relationship is "consequently."

EXERCISE IIA

DIRECTIONS: Read the following sentences. Circle the word or words which signal a cause-effect relationship.

1. The Tigers have lost every game this season. As a result, no one cares to watch their games anymore.

2. Since the butler was the last one to see Mr. Green alive, he is the prime suspect.

3. The car began to slow down. When it finally stopped, Aaron was unable to start it. He noticed the fuel gauge read empty. For these reasons, Aaron decided the car had run out of gas.

4. It was raining so the picnic was canceled.

*Check your answers with the answer key.

Many times, you will read something which is based on a cause-effect relationship, but you will not find that the relationship is signaled by the words you have just studied.

Read the following sentences. Try to pick out the cause and effect.

Anne grows her own vegetables in her garden and then cans them. She is trying to save money.

Why does Anne grow her own vegetables and can them? Complete the sentence below so that it will tell the cause of this effect.

Anne grows her own vegetables and cans them because ____________________

____________________________.

The answer "because she is trying to save money" is a correct answer. Now read the following sentences and find the cause and effect. Once again, use the word "because" and make one sentence to show this relationship.

My school classes were cancelled this morning. It snowed twelve inches last night.

____

____

The sentence, "My school classes were cancelled this morning because it snowed twelve inches last night," is a good answer.

EXERCISE IIB

DIRECTIONS: Read the following sentences to find the cause-effect relationship. Combine the two sentences in each item into one sentence by using the word "because."

1. Carol is reading her recipe book. She wants to learn how to make sweet and sour meatballs.

2. Paul Revere rushed to warn the Minutemen in Lexington. He had found out about General Gage's plan to seize their gun powder.

3. The nomads travel from place to place. Their herds of sheep quickly eat all the grass on an oases and soon need more.

4. There was a great deal of flooding of areas in Lansing in 1975. There was a continuous heavy rainfall in this city.

EXERCISE IIC

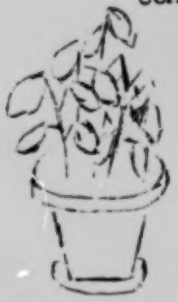
DIRECTIONS: Write two sentences of your own which show a cause-effect relationship.

1.

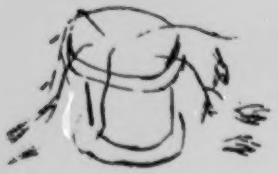
2.

PART III

COMPARISON-CONTRAST RELATIONSHIPS



When I first brought my plant home from the store, it was growing tall and green.



But since I've had it home its stems have drooped and its leaves have fallen off.

When things are compared or contrasted each one serves to give greater emphasis to the other. Writers often use comparison-contrast relationships to create a stronger effect.

Often, but not always, comparison-contrast relationships are signaled by a clue word or group of words. A list of such signal words follow:

even though
but
however
yet
otherwise
in comparison
although
despite
still
on the other hand
more than
conversely
instead
on the contrary
nevertheless
notwithstanding
rather
not
in spite of

Read the following sentences. Circle the words which signal a contrast-comparison relationship.

> I did not think the movie was boring. On the contrary, I believe it was the most beautiful and romantic love story I've ever seen.

You should have discovered the clue word "not" and word group "on the contrary" which signaled a comparison-contrast relationship.

EXERCISE IIIA

DIRECTIONS: Read the following sentences. Circle the words which signal a contrast-comparison relationship.

1. Nancy and Jan wanted to win the game. However they wanted to win by a big score.

2. The sun was beating down harshly on all those who were sitting on the beach. But we were enjoying the air-conditioned comfort of the cafe.

3. Anne was starving and wanted to grab something to eat. In spite of her hunger, she refused to eat and break her diet.

4. Although George is eighty-five years old today, he still thinks of himself as a young man.

EXERCISE IIIB

DIRECTIONS: Read the following article which is like one you might find in a history class. When you have finished reading the article, write the viewpoints of the people in the North and then the viewpoints of the people in the South on each of the issues. You will find space to write your answers in following the article.

South Vs. North

In the Civil War, the northern states and southern states fought each other. They had different viewpoints about many different issues. What were the major differences?

First the North and South disagreed about slavery. Most of the people in the South thought they needed slaves to help them work on their plantations. On the other hand, the people in the North did not believe in slavery. These people earned their money in factories and did not need slaves for work in the fields.

Another disagreement between the North and South was their views about the tariff. The people in the North wanted and passed a tariff law which forced other countries to pay a tax when they sent their goods to the U.S.A. As a result, the people in the U.S.A. would find it cheaper to buy American goods. But the Southerners did not like the tariff law. It meant they had to pay a higher price for their goods from other countries.

Another disagreement arose between the North and South over the control of power in the Senate. At that time there were fifteen Northern free states and fifteen Southern slave states. Later in 1850, the people in California wanted to join the U.S.A. as a free state. The people in the North wanted California to join the union as a free state. Conversely, the people in the South did not wont California to join as a free state because they feared the Senate power would be taken over by free states.

ISSUE I: Slavery

VIEWPOINT OF THE PEOPLE IN THE NORTH:

VIEWPOINT OF THE PEOPLE IN THE SOUTH:

ISSUE II: Tariff

VIEWPOINT OF THE PEOPLE IN THE NORTH:

VIEWPOINT OF THE PEOPLE IN THE SOUTH:

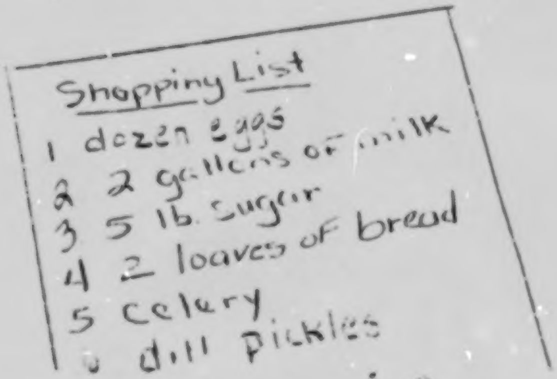
ISSUE III: California and power of the Senate

VIEWPOINT OF THE PEOPLE IN THE NORTH:

VIEWPOINT OF THE PEOPLE IN THE SOUTH:

PART IV

LISTING RELATIONSHIPS



Shopping List
1 dozen eggs
2 2 gallons of milk
3 5 lb. sugar
4 2 loaves of bread
5 celery
6 dill pickles

In your reading you will sometimes find that the only relationship between ideas or items is a listing of some form. You can usually be sure it is a simple listing when you find that the items could have been written in any order without changing the meaning.

As in the other relationships you have studied, there are clue words or groups of words which signal a listing relationship. A list of such signal words follows:

- the following
- then
- another
- finally
- moreover
- besides
- several
- next
- one
- first
- second
- third
- also
- some
- lastly
- in addition
- furthermore
- likewise
- as well as
- and
- many
- much

EXAMPLE EXERCISE IV: Read the following paragraphs. Circle the words which signal a listing relationship.

> This term I'm taking some classes I really enjoy. First there's my math class where I've learned how to decide which is the best credit plan to use. Another class I really like is Communications where we're producing our own T.V. show. Likewise I'm really enjoying typing because the teacher is really great.

If you found the words, "some," "first," "another," and "likewise" you're doing fine. Try the next exercise for more practice!

EXERCISE IVA

DIRECTIONS: Read the following paragraphs. Circle the words which signal a relationship of listing.

1. One way to get rid of the dirty dishes is to hide them in the cupboards or in the oven. Another way is to break them all and throw them away. A third way is to pay someone to do them. Lastly you could wash them yourself.

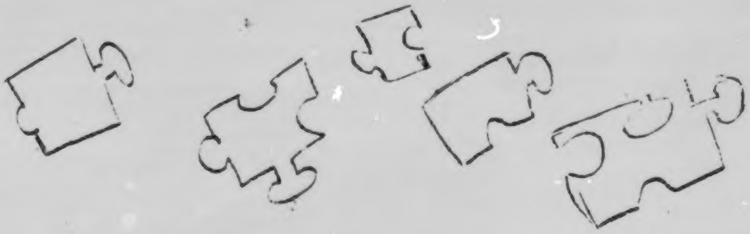
2. The following are some of the things that I really enjoy doing. I like to play baseball as well as watch it being played. I also enjoy a good game of tennis. Moreover I can always get a good feeling from just jogging around the block.

3. There are several good shows on television this season. "Sixty Minutes" and "People in the News" make current events interesting. I also think "All in the Family" is a good show to watch for a laugh.

4. Some people don't realize that there are many things which influence how their plants grow. First, too much or too little sun can stunt a plant's growth. Likewise, too much or too little watering can injure your plant. In addition, the amount of minerals in the plant's soil can effect its health.

PART V

PUTTING IT ALL TOGETHER



EXERCISE V

DIRECTIONS: Read each of the paragraphs which follow. First find the clue words which signal a relationship and circle them. Then, on the line below each paragraph, write the name of the relationship which is being used. The first one is done for you.

1. Today is the day of our final exam. Craig has read all the lessons and studied very hard. On the other hand, Chris has not finished her reading or studied any of the lessons.

____

2. To grow a garden, you must first clear your land and then till the soil. After the land is prepared, you can plant your seeds. Then you will have to keep your garden well watered and continue to weed it. Finally, you will see your plants begin to grow from the ground.

____

3. The Pilgrims were faced with problems they did not expect. They had wanted to settle in Virginia where settlers would be able to help them, But instead they arrived farther north than they wanted to and found a cold and strange place.

____

4. As soon as they could, the Pilgrims began to build a village. The first thing they built was a Common House where everyone would gather. Later they built tiny houses for each family.

____

5. For the following reasons, the Pilgrims had a hard voyage. The ocean was rough, windy, and cold. They did not have enough medicine and supplies so that many people became ill and some died.

____

6. Karen has alot of work to do today. First there's the laundry which has piled high to the ceiling. Then there's the kitchen floor which needs to be washed. Furthermore, she has to take the car into the shop, do the grocery shopping, and pick up the clothes from the cleaners.

____

RELATIONSHIPS - THINKING PATTERNS

POST-TEST

DIRECTIONS: Read the following paragraphs. Name the relationship of the sentences in each paragraph. Find the words that signal that relationship and circle them.

1. Because, during our trip to Florida, we toured Busch Gardens in Tampa, watched the water show at Cypress Gardens, rode all the rides at Disneyworld and took a boat ride through the Intercoastal in Ft. Lauderdale, we were able to write a travel guide for the local newspaper.

RELATIONSHIP:

2. During our trip to Florida, we toured Busch Gardens in Tampa, watched the water show at Cypress Gardens, rode all the rides at Disneyworld, and took a boat ride through the Intercoastal in Ft. Lauderdale.

RELATIONSHIP;

3. During our trip to Florida, we liked touring Busch Gardens in Tampa and watching the water show at Cypress Gardens much more than riding all the rides at Disneyworld or taking a boat ride through the Intercoastal in Ft. Lauderdale.

RELATIONSHIP:

4. During our trip to Florida, we first toured Busch Gardens in Tampa. Then we watched the water show at Cypress Gardens. A few days later, we rode all the rides at Disneyworld. On the final day of our trip, we took a boat ride down the Intercoastal in Ft. Lauderdale.

RELATIONSHIP:

Following Directions I

Purpose: Student will examine direction-following skills and student will practice these skills through exercises and games. Skills tested in this packet will aid student in filling out forms and following directions carefully.

Objectives:

1. Student will learn the importance of reading directions slowly and carefully.
2. Student will receive practice in filling out forms and applications similar to those used in real life.
3. Student will complete a "fact sheet" to be used in filling out many forms.

Pre-Test

Turn to What's the Word. If you can solve word game #1 and word game #2 with no errors, you have passed the pre-test. You must do the games in class under your teacher's supervision. If you make even a small error--you'll know it because the puzzle's answer word will turn out wrong. If you have trouble, ask your teacher for assistance and then go on and do the rest of the packet.

Following Directions I

When your teacher tells you to circle all the correct answers on a test, do you ever circle all the incorrect ones instead? Has a friend ever drawn you a map showing you how to get to his house that got you confused and lost? Have you ever read a recipe wrong and had a dish turn out tasting terrible? If you've ever had any of these things happen to you--or anything like this--then you sometimes have trouble following directions.

The secret to following directions is simple--read them very slowly and very carefully. Do everything one step at a time.

In this packet we're going to let you practice reading directions and doing some games and exercises that go with them. We can't help you with all the directions you'll probably have to follow in your whole life, but maybe we can give you practice and skills you can use in all direction following.

3,

Can You Follow Written Directions?

1. Read everything carefully and completely before doing anything.
2. Write your name in the upper left-hand corner of this page.
3. Draw a circle around the last word in the second sentence.
4. Place two X's in sentence 3 to the left of the number 3.
5. Write the words "read carefully" in the upper right-hand corner of this page.
6. Draw a ring around sentence 6.
7. Now place two zeros in the lower left-hand corner of this page.
8. Place a square box around the two zeros that you placed in the lower left-hand corner.
9. Write the letter "A" three times after the second sentence.
10. Circle all the even numbers up to and including this sentence.
11. Write "I have" at the end of the sentence if you think you have carefully followed all the directions so far.
12. Draw a triangle under all odd numbers in this exercise but not in this sentence.
13. Underline each even number in this exercise, but not in this sentence.
14. Subtract 13 from 33 and put the answer under sentence 14.
15. Place five dots or periods after the period in sentence 12.
16. Print "yes" above the the last word in sentence 3.
17. If you think you haven't made any mistakes up to this sentence, write "Ithink so" at the end of the sentence.
18. Now that you have finished reading everything carefully and completely, follow the directions given only in sentences 1 and 2.

What's the word?

In the following pages, we have some interesting word games. We start with a word, then we proceed to change the word by dropping and adding letters. If you follow directions very carefully, you will come up witha different word that has something to do with the first word...let's give it a try!

Word Game #1-- The words are HENRY AARON.

1. Place the two words together with the second word right after the first.

2. Drop all N's and the letter which follows N in the alphabet.

3. Add the second letter of the alphabet twice; place one of the letters at the beginning of the word and the other one at the end of the word.

4. Drop all R's in the word and in their place add the letter of the alphabet that follows R.

5. Take the sixth and seventh letters of the word and place one after the first letter in the word and the other after the last letter in the word.

6. Change the positions of the fourth and fifth letters in the word with each other.

7. Drop the third and sixth letters of the word, and in each spot add the twelfth letter of the alphabet.

8. Drop the second S in the word.

9. Take the third letter of the word and place it after the last letter of the word.

10. Take the letter before the second B in the word and place it after the last vowel in the word.

Doesn't that word fit HENRY AARON?

Word Game #2--The words are SANTA CLAUS.

1. Place the two words together with the second one right after the first.

2. Replace the ninth letter of the word with the letter which precedes P by three places in the alphabet.

3. Drop the A which does not come before either M or N in the word.
4.
4. Drop the third letter of the word.

5. Place the fourth letter of the word before the first letter.

6. Place the eighth letter of the alphabet after the eighth letter of the word.

7. Drop the A which does not follow L in the word.

8. Add the eighteenth letter of the alphabet and place it before the S which immediately prededes the H.

9. Take the ninth letter of the word and place it immediately after the first letter.

10. Drop the fifth letter of the word and in its place add an I.

11. Take the second vowel in the word and place it between the R and the S.

12. Now place the seventh letter of the word after the second letter.

13. Take the first vowel in the word and move it between the R and S.

What do you have now?

Word Game #3--The word is EDUCATION

1. Write the word.

2. Drop the third vowel in the word.

3. Add the letter of the alphabet which comes before T and place it before the T in the word.

4. Drop the letter which follows B in the alphabet by two, and in its place add the letter which follows the sixteenth letter of the alphabet by two.

5. Change the position of the second and fourth letters in the word so that the second letter becomes the fourth letter and the fourth letter becomes the second letter.

6. Drop the last letter of the word and in its place add the next to the last letter of the alphabetl.

7. Change the position of the seventh letter of the word by removing it from its position and placing it between the fifth and sixth letters.

8. Drop the letter which is before the last one in the word.

9. Take the fifth letter of the word and place it at the beginning o f the word.

You certainly have a better chance of achieving what the word spells with education.

In these next exercises you will be asked to read something and thenfollow directions or/and answer questions about them. Read everything carefully and then answer the questions.

Exercise I--Directions: Read the 2 sentences below. Part of each sentence gives a reason. Find that part and draw a line under it.

Mother went to bed early because she was tired.

Tom worked hard in order to get good marks.

1. You are asked to find--
   a. the time
   b. a reason
   c. the place

2. The answer will be--
   a. a whole sentence
   b. part of a sentence
   c. above the sentence

3. The answer should be--
   a. underlined
   b. checked
   c. circled

4. Is this the right answer?

Mother went to bed early because she was tired.
Tom worked hard in order to get good marks.

a. yes b. no

Exercise II

Directions: The first letters of our names are called initials. R.B., for example, could stand for Robert Baldwin. Write the initials for the names given below. Use the lines behind the names for your answers. Be sure to use capital letters. Put a period after each initial.

Mary Jones______
Bill King_______
Alfred Bates_____

1. You are asked to write-
   a. your name
   b. the alphabet
   c. initials

2. Write your answers on the--
   a. names
   b. lines
   c. periods

3. After each initial put a--
   a, capital
   b. dash
   c. period

4. Is this right?
   Mary Jones A-B
   Bill King M-J
   Alfred Bates B-K

a. yes b. no

Exercise III

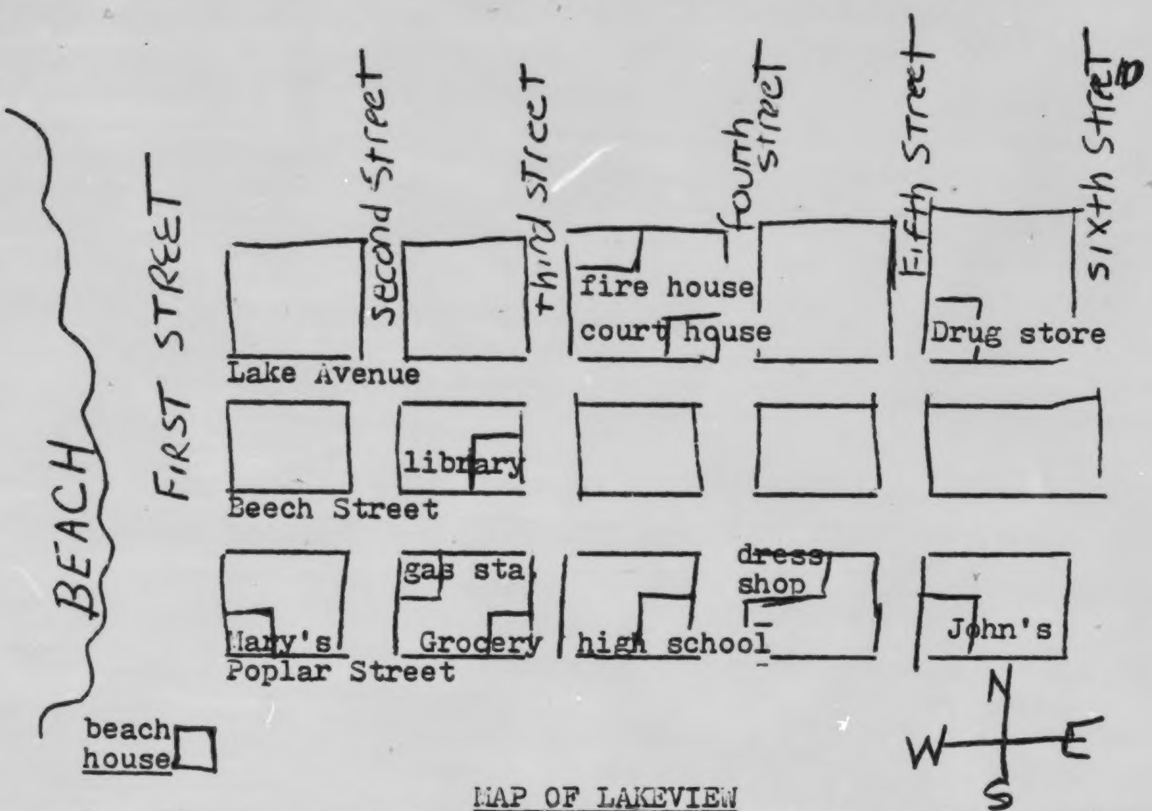
Directions: Keep your head and neck above the water. Tip your head slightly backard. Move your feet just as you would pedal a bicycle. Push the soles of the feet down hard. First push one and then the other. This dowbward push keeps your head above water. Keep treading steadily. Don't pedal too quickly or you will tire. At first you may need to "dog paddle" with the arms. Later on, you can use use your arms just for balance.

1. These directions teach you how to--
   a. ride a bicycle
   b. drown without fear
   c. do a back float
   d. tread water

2. Remember to pedal--
   a. quickly
   b. every now and then
   c. softly
   d. steadily

3. The downward push--
   a. is done with the heels
   b. keeps your feet out of the water
   c. is done with the ankles
   d. keeps your head out of water

4. Later on, you shouldn't need to--
   a. "dog paddle"
   b. use your soles
   c. tilt your head
   d. pedal your feet


BEACH
FIRST STREET
Second Street
third Street
fourth street
Fifth Street
sixth Street
fire house
court house
Drug store
Lake Avenue
library
Beech Street
gas sta
dress shop
Mary's
Grocery
high school
John's
Poplar Street
beach house
N
W
E
S

MAP OF LAKEVIEW

1. If your started at the beach house, and you went 3 blocks east on Poplar Street, what building would be on your left?

2. The fire engine left the fire house and went 2 blocks south on Third Street, turned left and went one block east. They found the fire on the south east corner. What was burning?

3. Mary left the high school and went one block west and one block north. She crossed to the northwest corner. Where was she going?

4. John left his home and drove two blocks west on Poplar Street. He turned right and went two blocks north. Then he tuned left and drove two blocks west again. Where was he?

5. Mary left her home and walked three blocks east and one block north. She went into a shop on the southeast corner and I bought something. She walked two blocks west and one block south and went into another store to buy something. Then she went home. What sorts of things did she buy on her shopping tri trip?

Forms

In today's complicated world, we are constantly being faced with forms to fill out for various reasons. Job applications, loan applications, applications for marriage licenses and tax returns are only a few of the forms that most people are faced with sometime in their life.

Although we can't possibly have you practice every form you're likely to run across , we can give you a few forms to practice on and a few hints to make these tasks easier.

Whenever you go somewhere that you know you'll be asked to fill out a form of some kind, take along a "fact sheet." This sheet is just a handy list of many of the facts you'll need to know to fill out many applications. A shhet like this can save you the trouble of looking up names and addresses in the telephone book in the midst of a job interview or calling relatives for information while you're applying for a mortgage, perhaps. It can also same you the embarrassment of having to guess at how long you were employed at a certain company or when you graduated from elementary school and other often-forgotten facts.

After you've filled out the following sheet you can use it forever, but don't forget to change it when things in your life change.(when you get married, when you move, etc.)

Fact Sheet

1. Name-----------

2. Birthdate________________

3. Address____________________________________

4. The county you live in_______________________

5. Your telephone number_____________

6. Your social security number_______________________

7. Your father's name____________________

8. Your mother's name____________________

9. Marital status______________
(married, single, divorced, separated, widowed)

10. Wife's (husband's) name and occupation _____________________

11. How many children do you have?____ Their ages?__________

12. Draft status________
(girls don't have to fill in this item)
(men--this means 3-A., 4-F, etc.)

13. What schools have you attended?
grade schools_____________________________years attended________

high school__________________________years attended__________

14. What year did you graduate from any school that you attended? ______________________

15. List all jobs you've had, name of employer, years employed and your salaries--

____

____

____

____

16. References (List people, preferably employers, teachers or clergymen, not friends, that would vouch for your good character)

________________________________ ________________________________

________________________________ --------------------------------

13

On the next few pages there are some practice forms you can fill out...do them carefully!

Continental Can Company, Inc.
Application for Employment--

Please print all information. Use a pen.

Name(Last, first, middle initial and maiden name)

Age / Address/

Social Security #/ /birthdate

height / weight / U.S. citizen ----yes no----

---rent home ---own home --live with relatives

Marital status / If married, is spouse employed?------

If yes, name of company--------------------/ # of children---

Are you employed?---77/ If yes, where?

Draft status / In case of emergency notify:

List types of work desired/ Check shifts you are willing to work--

Education

grade schools	years attended	year graduated
High school		
college or trade schools		

What are your hobbies?

Employment Application--continued

List the companies you have worked for and when you were employed:

Company	Job Title & Duties	Employed from	to

References

1. ______________________
2. ______________________
3. ______________________

Signature of Applicant______________________

Application for JONES BROTHERS Charge Account

Name ______ Age ______ Birthdate / /

Address ______ City ______ County ______ State ______

Employer's Address ______ Position ______

Name of bank ______ Type of Account ______

List other charge accounts and outstanding loans

1.______ 3.______

2.______ 4.______

Signature of Applicant______

form W4 EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Type or Print full name______ Social Security Number______

Address______ City______ State______ Zip______

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE or if married and wish withholding as single person, write 1. If you claim no exemptions write 0. ______

2. If married, one exemption is allowable for hysband and sife if not claimed on another certificate.(a) if you claim both of these exemptions write 2, if you claim one write 1, if you claim 0 write 0..............................______

3. Exemtions for age and blindness (applicable only to you and your wife but not to dependents):

a. If you or your wife will be 65 years of age or older at the end of the year and you claim this exemption write 1, if if both of you will be 65 or older write 2. ....______

b. If you or your wife are blind and claim this exemption write 1, if both are blind and you clain this examption write 2...______

4. If you claim exemptions for one or more dependents write the number of such exemptions...................______

5. If you claim additional withholding exemptions for itemized deductions attach and fill out schedule A.______

6. Add # of exemptions and write total..........______

I certify that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

Date______ 19___ Signed______

Now you can practice filling out a check! Make it out to an imaginary person or company and then record it in the imaginary checkbood record...

101

______________19___

Pay
To The
Order Of______________________-_______________$______________

____Dollars

Richmond National Bank

____

This is the checkbook record page

Check No.	Date	Check Issued To:	Date of Dep.	Amt. of Dep.	Balance

Following Directions I
Post Test

Do the exercises on the following pages--they're just like the ones you've been doing...but this time they count!

Part I--What's the Word?

The words are MICKEY MOUSE.

1. Write the two words.

2. Replace all M's with the letter which follows it in the alphabet.

3. Replace the C with the letter A.

4. Drop the last two letters of the second word.

5. Take the last two letters of the first word and place them at the end of the second word.

6. Drop the fourth letter of the word (the first word)

And in its place add the letter which follows it in the

alphabet.

7. Drop the first vowel in each word.

8. Add the letter T to the end of the first word and remove the first letter of that word.

9. Add the letter D to the beginning of the second word.

10. Drop the first vowel in the second word.

11. Add the 23rd letter of the alphabet to the beginning of the first word.

12. Add i after the d and s before the n in the second word.

What name do you have that goes with [redacted] MICKEY MOUSE ?

Post-Test --Part II

Read the following directions and answer the questions that follow them--

DIRECTIONS: Stand at the edge of the dock. Face the bow of the canoe. Bend well forward and keep your body low. Hold on to the gunwale closest to the dock with just one hand. Put one foot in the canoe on the centerline. Remember to keep your weight on the foot that is one the dock. When you are ready, transfer your weight to the foot that is in the canoe. As you do this, grasp both gunwales with your hands. Now you are ready to bring the foot off the dock and into the canoe. Place it beside your other foot. Kneel down.

1. These directions show you how to--
a. board from the water   c. paddle a canoe
b. board a canoe   d. board from the beach

2. At first your weight should be--
a. on your hand   c. on the canoe
b. on one foot   d. on the gunwale

3. Don't forget to--
a. face the dock   c. stand at the bow
b. face the bow   d. stand at one end

4. As you transfer your weight, you should--
a. grasp the gunwales   c. turn around
b. stand up   d. sit down

GRAPHS, GLOBES AND MAPS

LEVEL L

A. GRAPHS

To be able to read graphs, globes and maps, you need to be able to read letters, words, numbers and other signs. Some graphs, globes and maps use special signs. When they do, they will have on them somewhere a list of the signs and what the signs mean. But all graphs, globes and maps have some common signs that are not always explained to you on them.

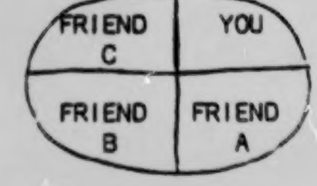
The purpose of this packet is to help you to read and understand some basic ways that are used to set up graphs, globes and maps.

Graphs are ways of comparing 2 or more things. Two main kinds of graphs are Line Graphs and Bar Graphs. You read them both in about the same way. Another kind of graph is a Circle Graph.

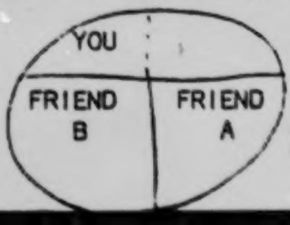
Circle Graphs

A pie is a circle. You can divide it into slices. The slices can be different sizes. A circle graph is like a pie. The whole circle stands for the total thing you are talking about. Each slice is a part of that total, and shows the size of that slice compared to other slices.

Suppose you have a pie and want to share it with 3 friends. You could slice the pie into 4 equal slices so that you all could have some. Each slice would look the same as the others. It might look like this:



Suppose one friend did not want any and gave you his piece. Now our pie graph might look like this:

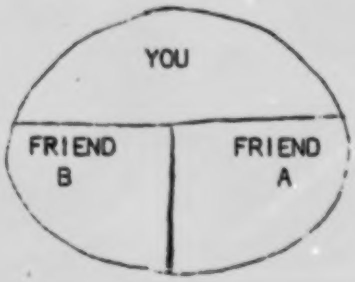


133

Especially for circle graphs, it helps to know some percent and some fractions. If you can count money, you already know some percent and fractions. How many pennies in a dollar? Yes, 100, and 100 percent (100%) equals 1 whole. How many quarters (25¢) in a dollar? Yes, 4: that is why 25¢ pieces are called quarters, because they are 1 out of 4 pieces of a dollar. One out of 4 is the same as 1/4 (one-fourth). Another way of saying one-fourth is to say "quarter". A quarter also equals 25¢ out of $1 or 25¢ out of 100¢, so a quarter equals 25 percent.

Thus: 100% = 1 = whole
75% = 3/4 = 3 out of 4 pieces
50% = ½ = 1 out of 2 pieces (or, 2 out of 4 pieces)
25% = ¼ = 1 out of 4 pieces

Just as a pie can be sliced into any number of pieces, so a whole can be split into any number of pieces. Using the pie as a circle graph, answer these questions.



What fraction of the pie did you get?_____

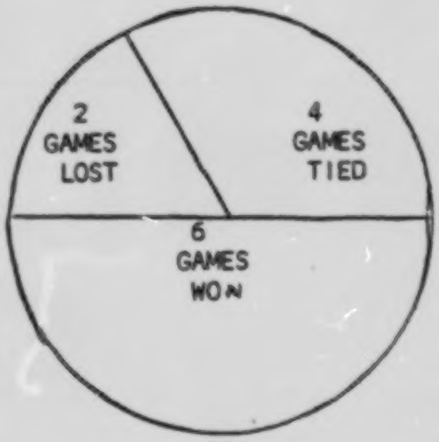
What percent of the pie did you get?_______

What fraction did Friend A get?__________

What percent did Friend B get?__________

Sometimes a circle graph will tell how much each slice is worth. Sometimes it will not say and you must figure out how much each slice is worth.

This graph shows the number of games won, lost and tied by the Williamston High School football team.



How many games were played?

2 + 4 + 6 = 12

How many games were won?

6 out of 12, or 6/12

6/12 = ½, and, ½ = 50%

They won ½ or 50% of their games.

How many games were lost?

2 out of 12, or 2/12

2/12 = 1/6

They lost 1/6 of their games.

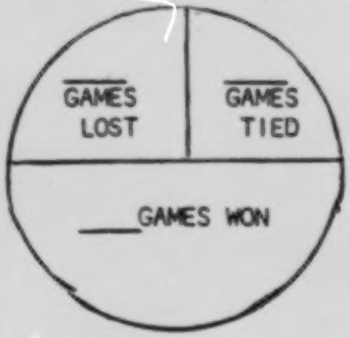
How many games were tied?

4 out of 12, or 4/12

4/12 = 1/3

They tied 1/3 of their games.

Now you try it. The Holt High School football team played 12 games. They lost 3 games and tied 3 games. Write the correct numbers in the graph, then answer the questions.



The team won _____ out of 12 games, or ___/___.

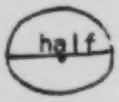
The team lost _____ out of 12 games, or _____%.

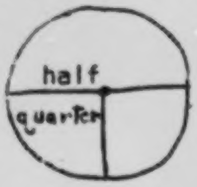
The team tied _____ out of 12 games, or ___/___.

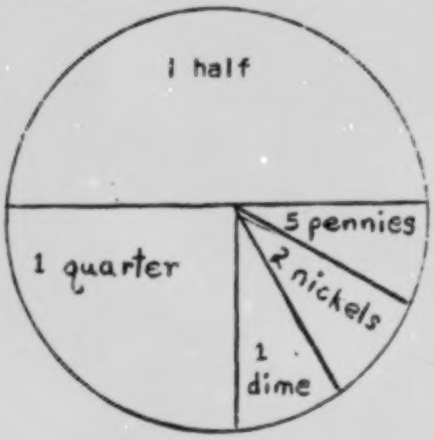
Now that we have read a few circle graphs, let's look at how to make one. First we need a circle. Next, we need to locate the center. Now we need to have the circle stand for something. Let's say it stands for one dollar ($1.00). Let's also say that all the coins in my pocket add up to a dollar. We will have each slice stand for the kinds of coins I have: one fifty-cent piece, one quarter, one dime, two nickels, five pennies.

half + quarter + dime + nickel + nickel + pennies = dollar
50¢ + 25¢ + 10¢ + 5¢ + 5¢ + 5¢ = $1.00

My 50¢ piece is one half of the dollar. The whole circle is one dollar so half of the circle will stand for the 50¢ piece. We have the circle graph halfway done. The circle is divided into 2 halves; each half is worth 50¢. The unnamed half needs to be sliced to show my quarter, dime, nickels and pennies. Half of a half, or, a quarter of a whole, will show my 25¢ piece. I need to divide the unnamed half into halves and call one a quarter. Of the unnamed part of the circle, I need 3 more slices: one slice to show my dime, one slice to show my 2 nickels and one slice to show my 5 pennies. The slice that shows the dime must be the same size as the slice showing the 2 nickels because a dime = 2 nickels. The slice showing the 5 pennies will be half as big as the dime slice or the nickels slice. Another way of looking at it is that 50¢ is the biggest coin so it must have the biggest slice. The quarter is the next biggest coin in value, so it must have the next biggest slice, and so on through all the coins.



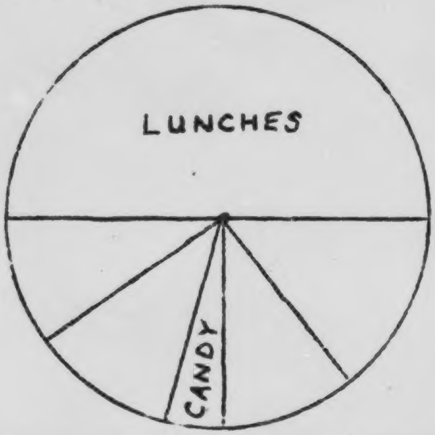




Practice for you.

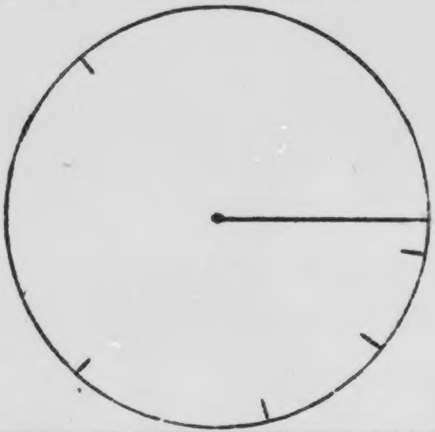
Ray earned $6.00 mowing lawns. Show in the circle graph how he spent his money. Two of the pieces have been named for you.

ITEMS	AMOUNT
Lunches	$3.00 - (biggest slice)
Church	1.00
Magazine	.60
Candy	.30 (smallest slice)
Savings	.60
Bus	.50



Fill in this circle graph to show how a city spends each tax dollar.

ITEMS	AMOUNT
General Government	15¢
Police & Fire	26¢
Health	8¢
Streets	41¢
Libraries & Parks	7¢
Miscellaneous	3¢



Show how Maria made $20 over one weekend.

Babysitting - $6.00

Yard Sale - $7.50

Car Wash - $2.50

Bingo - $4.00

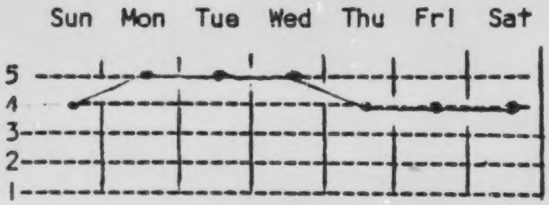
If you know how to read a calendar, you already know some things you need to read Line and Bar Graphs. To read a calendar, you need to look in 2 directions: (across (horizontal), and up-and-down (vertical). Line and Bar Graphs also use these 2 directions. Look at this calendar page::

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

If you want to know what day Christmas is on, you find the number 25 (data) by reading across. Once you find 25, you read up to find the day, Thursday.

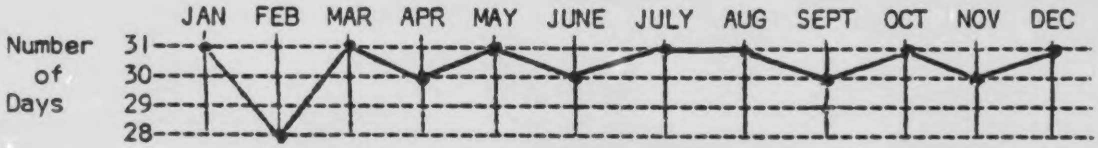
Now look at this line graph:



This graph shows how many Sundays, Mondays, and so on, there were in December. Under Sunday the line starts at 4; there were 4 Sundays in December.

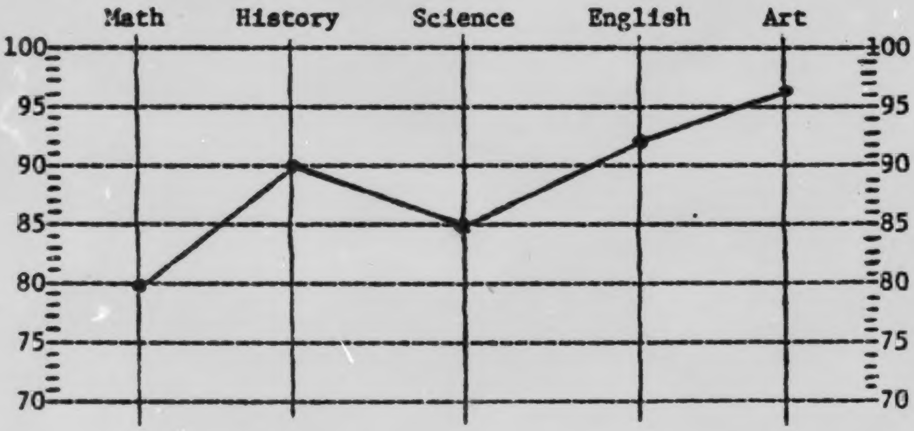
How many Tuesdays were there? Find Tuesday. Read down to the dark line; then read across to the number. The number is 5. There were 5 Tuesdays in December. Let's look at a more complicated line graph.

NAME OF MONTH



To find how many days are in May, first find May. Read down to the dark line. Then follow the dark line across to the number. How many days in May?_______ How many days in November?_____ What month has 28 days? _______ What 2 months in a row have 31 days each?________and____________

In one week, a student had a test in 5 classes: Math, History, Science, English and Art.

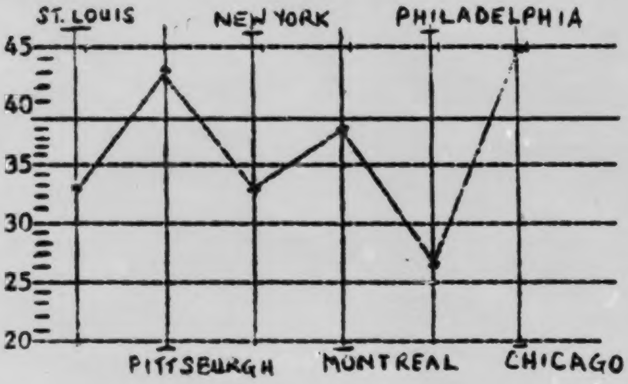


In the graph above, reading horizontally (across) tells you the subject. Reading vertically (up and down) tells you the percent correct on each test. What was the student's score in Science? Find Science: read down until you come to the dark line; follow the line across to the number --85. The student scored 85% on the Science test.

In what subject did the student score lowest?________________ What was the score?__________ In what subject did the student score highest?______ What was the score?______

Look at the English score. Have a problem here? If you read down from English, you can find a line and you can follow the line across to the percent numbers. But there is no number for that line. Notice the percents climb by 5's. . . 70, 75, 80, 85, etc. Between any two numbers, there are five smaller lines. Each of those smaller lines must stand for one percent. So the English score is 90 + 3 (smaller lines) or 95 - 2. Either way, it comes to 93.

This graph shows the number of games won by some baseball teams during one month of one season. Look at the graph. Then write the number of games won on the line after each team's name.



St. Louis________________

Pittsburgh________________

New York________________

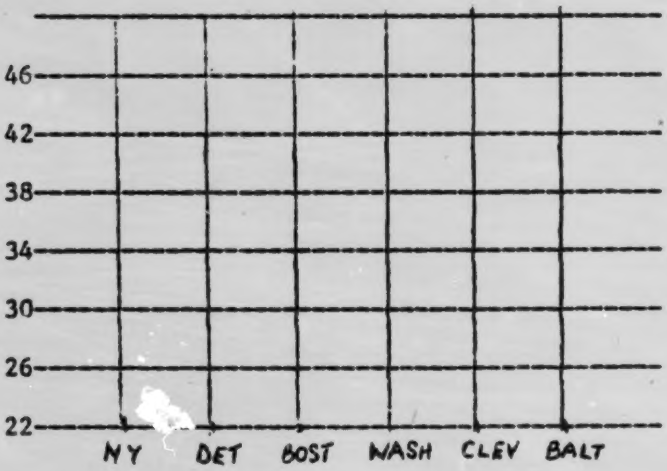
Montreal________________

Philadelphia________________

Chicago________________

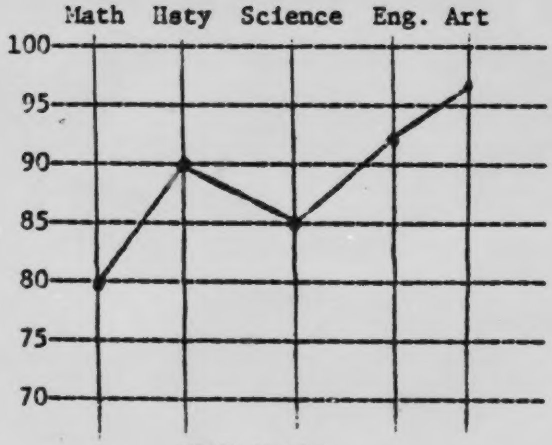
Now you try it. On the grid below, make a line graph to show the number of games won by these teams. Let each square = 2 games.

TEAM	WON
New York	47
Detroit	41
Boston	42
Washington	29
Cleveland	39
Baltimore	23

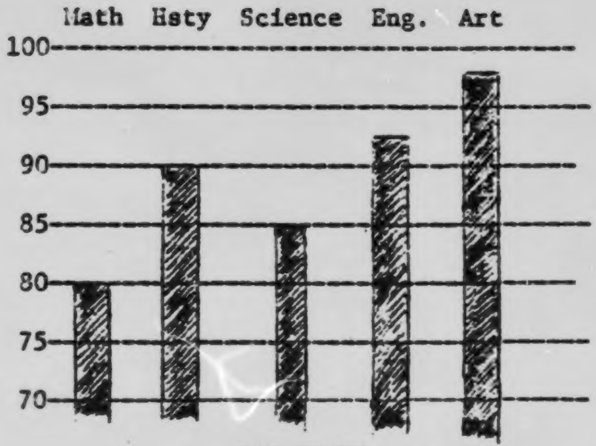


Both line and bar graphs use a grid - a big square or rectangle made up of smaller squares-just like a calendar. You read up and down (vertically to find one kind of item and you read across (horizontally) to find another kind of item. In a line graph, a line runs from left to right to connect the horizontal items to the vertical items. Remember the line graph for school subjects and test scores? Let's make it into a bar graph.

45

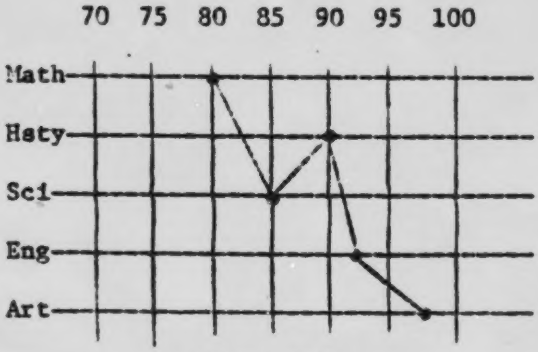


LINE GRAPH

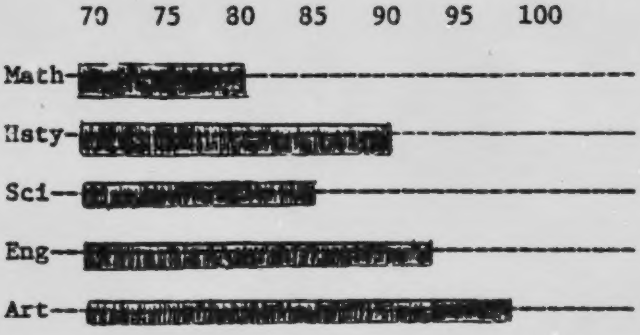


BAR GRAPH

What difference do you seebetween these 2 graphs? Right, almost none. You could almost say a bar graph is a line graph with thicker lines. Now look at these two graphs:



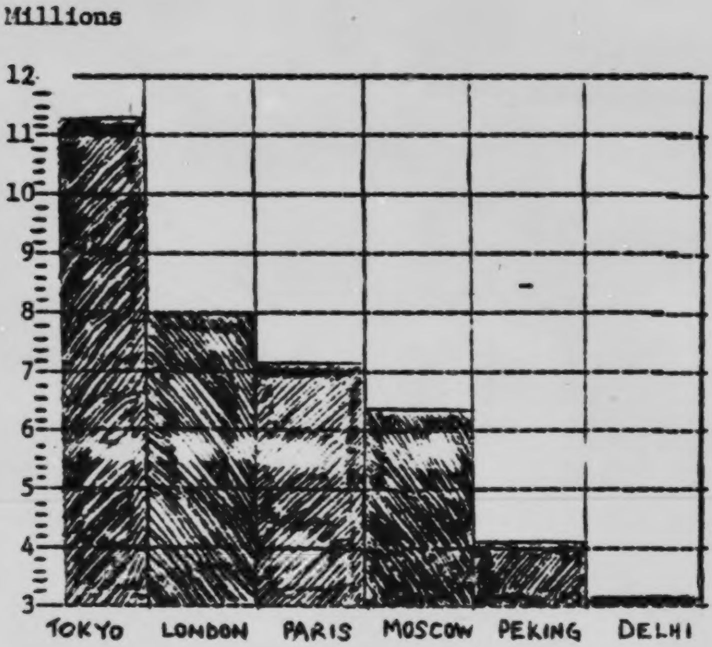
LINE GRAPH



BAR GRAPH

Does this lower set of graphs show the same things as the top set? Yes. What's the difference? We have simply changes places between the horizontal and vertical items. Notice the bar graphs. Whether the bars go vertically (as in the top graph) or horizontally (as in the lower graph), they both are easy to read. Now look at the two line graphs. Most line graphs will look like the top one but bar graphs can be like either the top or bottom ones.

Now you try it. This graph shows the population of some major cities. Read the graph. After each city's name, write its population in the blank.



Tokyo_______________

London_______________

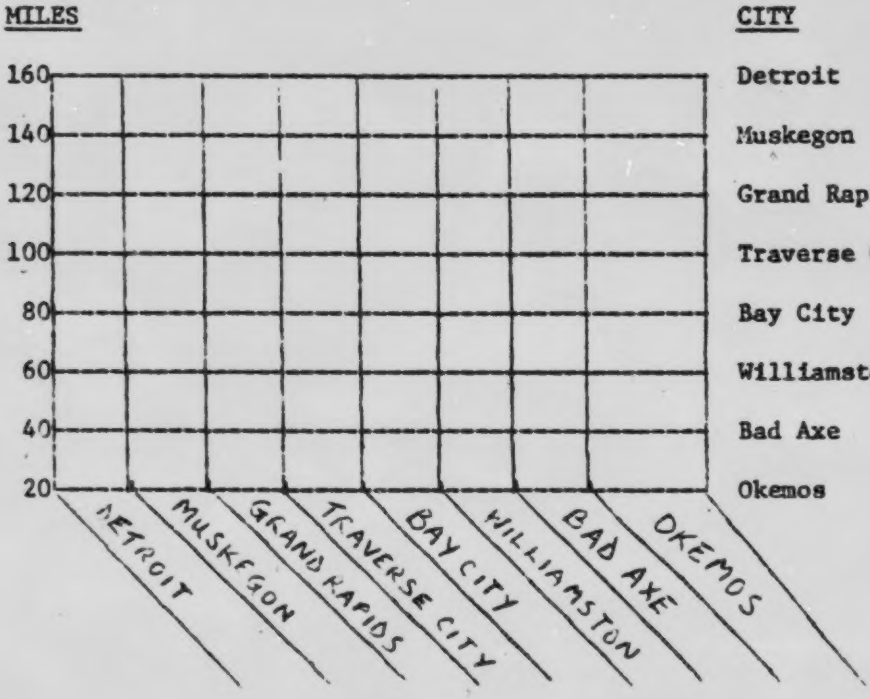
Paris_______________

Moscow_______________

Peking_______________

Delhi_______________

Make a bar graph in grid provided. Show each city's distance in miles from Lansing.



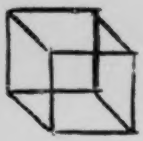
CITY	MILES
Detroit	85
Muskegon	87
Grand Rapids	60
Traverse City	155
Bay City	70
Williamston	15
Bad Axe	100
Okemos	5

GRAPHS, GLOBES & MAPS
LEVEL I
B. GLOBES

The word DIMENSION means direction This page has 2 dimensions. We could call them up-and-down and sideways or we could call them height and width. Whatever we call them, we are talking about only 2 dimensions. If you held this sheet up and poked your finger through it, we would have a third dimension — depth or distance. A square (Figure A) has 2 dimensions. Add a third dimension and you have a box or cube (Figure B).

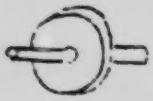
FIGURE A

FIGURE B

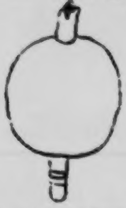


A circle has only 2 dimensions but a ball has 3 dimensions. Another word for ball is globe or sphere. The earth we live on is a huge ball. A model of that ball — our earth — is called a globe.

The earth is always spinning. It is so big and spins so slowly that we do not feel it spin, but it does.



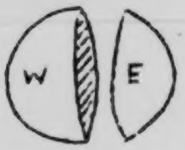
Think of a car wheel that spins around an axle. The axle stays straight and the wheel moves in a circle around it. Now think of a ball. You could roll a ball along a table top in any direction. Think of poking a long skinny pencil all the way through the center of that orange, like this. Now the orange cannot move in any direction; it can only move around the pencil like the wheel around its axle. The earth is like that orange. It spins around an imaginary (make-believe) axle. This imaginary axle is called an AXIS. An axis is a pretend line that runs through the ecenter of the earth. Another word for spin is ROTATE, so we can say that the earth rotates about its axis.

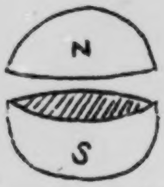


Where the axis comes out at the top of the earth is called the North Pole. Where the axis comes out at the bottom of the earth is called the South Pole. Although the axis is an imaginary line, the poles are real places. If you were at the north or south pole, there would be no pole sticking out of the ground but the poles are real locations.

What other main directions are there besides North and South? Correct: East and West. Why are there no East Pole and West Pole? Because there is only one axis and it runs north and south.

If we had a giant knife and could slice the earth into 2 equal parts, each part would be half of a globe. Another name for half of a globe is HEMISPHERE (HEMI= half and SPHERE = globe). What hemispheres would we have? That depends on how we slice the globe. If we sliced it vertically, we would have Western and Eastern Hemispheres. If we sliced it horizontally, we would have Northern and Southern Hemispheres as below.

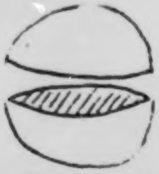


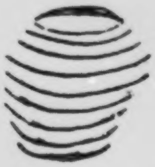


There can be only 2 halves to 1 whole. A whole globe can be split into only 2 hemispheres. We can only have 2 hemispheres at one time but whether we have North and South, or whether we have East and West depends on how we slice the globe.

We talked about an imaginary line called the axis. In working with globes, we need to know about 2 more kinds of imaginary lines: LONGITUDE and LATITUDE.

Suppose we took the globe we had split into northern and southern hemispheres and kept on slicing. We would have this:





Notice that these slices are all separate from each other. None of the circles touch each other. Lines that never touch each other but run side by side are called PARALLEL, like railroad tracks are parallel. The real earth does not have lines running all over it but most globes do. Figure A, below, shows a globe with circles on it that run east and west. These lines are called PARALLELS OF LATITUDE. Remember, Latitude lines run east and west.

FIGURE A

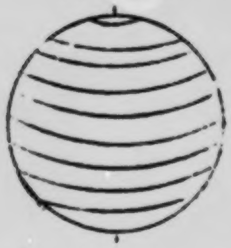
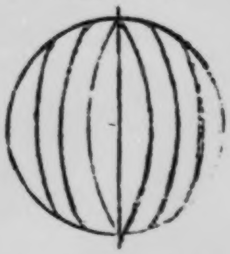


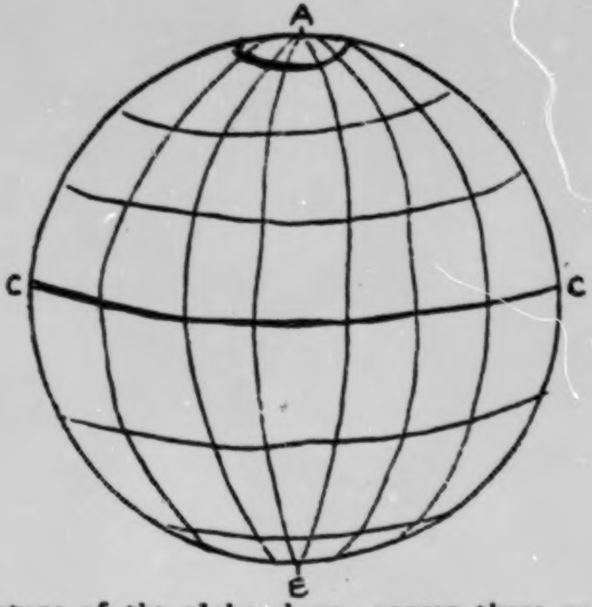
FIGURE B



Notice that Figure B has lines also, but these lines run North and South. Notice, too, that these lines come together at the North Pole and at the South Pole. These lines are called MERIDIANS OF LONGITUDE. Remember, Meridian lines run north and south, from pole to pole.

Notice that all the meridians are the same size. Notice that the parallels are not all the same sizes. The circles about either pole are the smallest. Another word for north is ARCTIC. The circle around the North Pole is called the Arctic Circle. Another word for south is ANTARCTIC. The circle around the South Pole is called the Antarctic Circle.

The fattest parallel is the circle that runs around the middle of the earth, like a belt around a fat belly. This biggest circle is called the EQUATOR, because it divides the globe into 2 equal hemispheres (north and south).



Using the picture of the globe above, answer these questions.

1. What is another name for Point A?_______________ _______________

2. What is another name for Point B?_______________ _______________

3. What is another name for any circle that runs east and west?

_______________ of ____________________

4. What is another name for any circle that runs from pole to pole?

_______________of ____________________

5. What is the name of the circle that runs around Point A?

______________Circle

6. What is the name of the circle that runs around Point B?

_______________Circle

7. What is the name of the circle that has the letter C it?____________

8. Into what 2 hemispheres does line C divide the globe?

________________ and ________________________

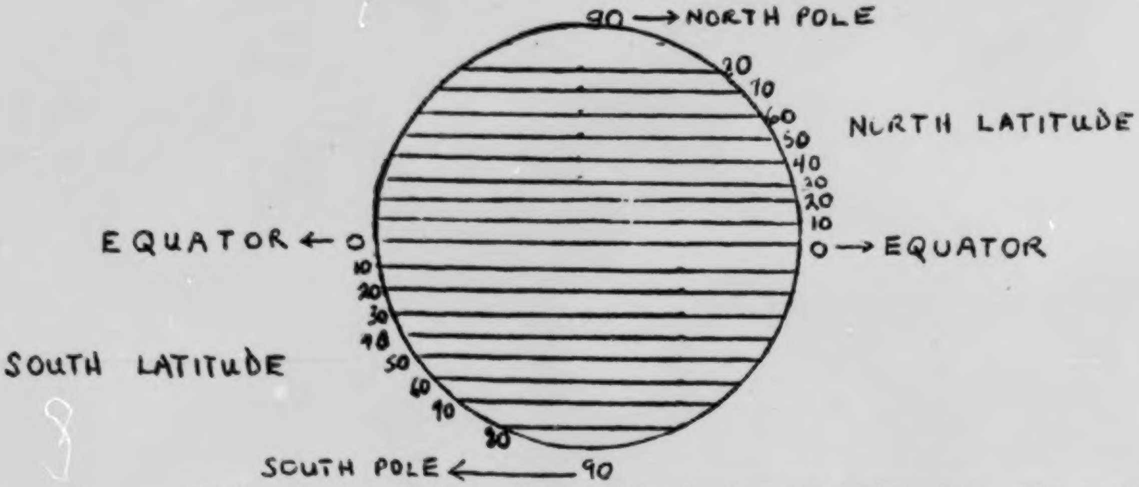
9. Into what 2 hemispheres does line A-B divide the globe?

________________and _________________________

10. The imaginary line that runs through the earth is called the __________.

11. The earth ___________ about its axis.

We have said that latitude and longitude lines are imaginary. If they are imaginary, why have them? The reason for them is to be able to find places on the map or the globe. All latitude and longitude lines have a number. By using these numbers (and knowing north, south, east, and west) you can find any place on earth or you can give instructions to anyone else on how to find a place. But exactly how? Look below.

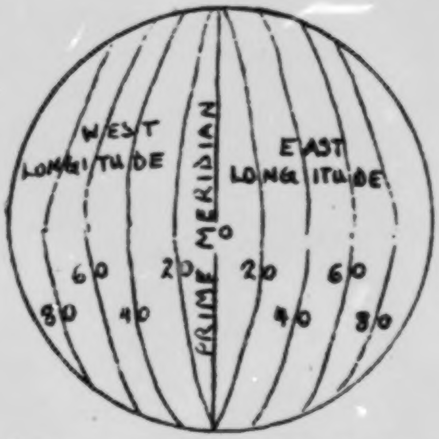


Notice in the globe, above, the equator is numbered 0. The next circle above it and the next circle below it are both numbered 10. The next circles above and below are numbered 30, and so on until we reach 90. What is the use of the numbers if 2 circles can have the same number? Well, look at the 10 line above the equator. What hemisphere is it in? Yes, the Northern so we would call this line 10 North Latitude or 10 N Lat. Look at the 10 line below the equator; what hemisphere is it in? Yes, the Southern, so we call this line 10 South Latitude (or 10 S Lat). Latitude lines have meaning only when you know if they are north latitude or south latitude.

After the latitudes given below, place the letter on that latitude line on the globe above.

70 N Lat = A
30 S Lat = B
50 N Lat = C
15 S Lat = D

On this page did you have trouble finding 15 S. Lat? There was no north or south latitude numbered 15 but where would it be if you wanted to draw one in? Yes, it would come between the 10 and the 20. Now look at this globe.

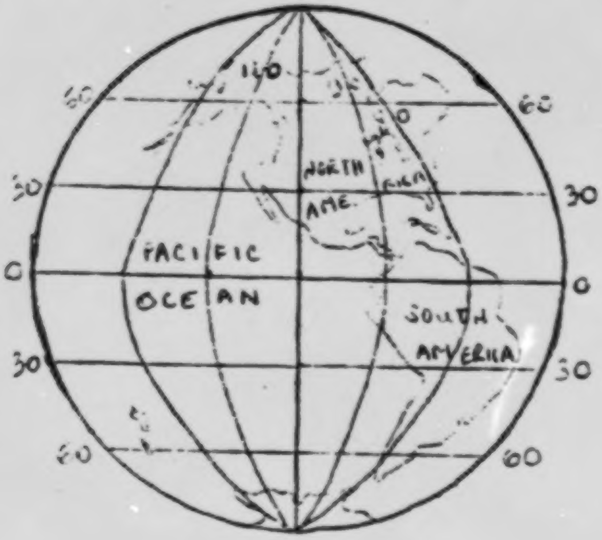


Notice the meridian numbered 0. It divides the globe into east and west hemispheres. The 20 line to the right of 0 will be called 20 East Longitude or 20 E. Long. The 20 line to the left of 0 will be called 20 West Longitude or 20 W. Long. The 0 longitude line is sometimes called the Prime Meridian. Longitude lines have meaning only when you know if they are east longitude or west longitude.

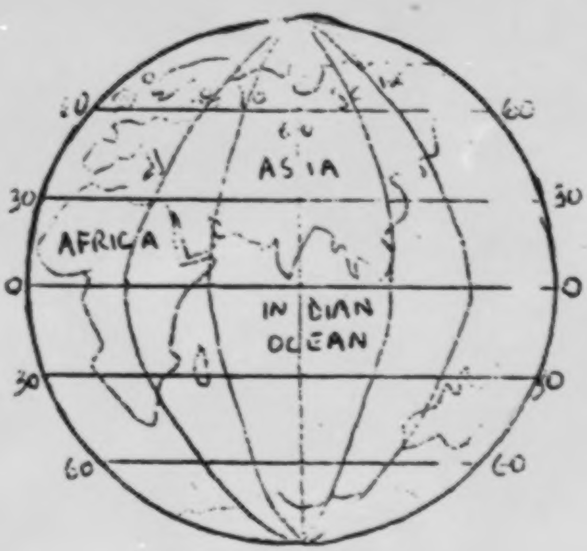
After the longitudes given below, place the letter on that longitude line on the globe above.

40 E. Long = A
60 W Long = B
30 E Long = C
15 W Long = D

(If there is no number 30, where do you look for it? Right, between the 20 and the 40. If there is no number 15, where do you look for it? Yes, between the 10 and the 20).


60
140
60
30
30
0
0
30
30
60
60
NORTH AME.
PACIFIC OCEAN
SOUTH AMERICA

WESTERN HEMISPHERE


60
60
30
30
0
0
30
30
60
60
ASIA
AFRICA
INDIAN OCEAN

EASTERN HEMISPHERE

The globes above show the latitude and longitude lines together. Can you see how you can locate any place by knowing its latitude and longitude?

If you were at 45 North Latitude by 85 West Longitude, where on earth would you be? (Look at the Western Hemisphere) You would be in Michigan.

Longitude and latitude, together, can be used to pinpoint any spot on earth. But, remember, be sure you know whether the longitude is east or west and whether the latitude is north or south. To see why, compare these locations:

A. 45 N Lat, 85 W Long = Michigan
45 N Lat, 85 E Long = China

B 45 N Lat, 85 W Long = Michigan
45 S Lat, 85 W Long = Pacific Ocean

C 45 N Lat, 85 W Long = Michigan
45 S Lat, 85 E Long = Indian Ocean

GRAPHS, GLOBES, & MAPS

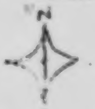
LEVEL I

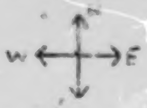
C. MAPS

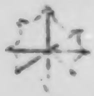
If we peeled off the skin from a globe and flattened it out, we would have a map. A globe is a 3-dimensional model of the whole earth. A map is a 2 dimensional drawing of the earth's surface. A map can show the whole earth or just a part of the earth.

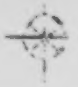
There are different kinds of maps. We will look at some kinds in a moment. First, we will look at some things that all maps have.

COMPASS Most maps will have on them a sign like one of these:









Any of these signs is called a compass because it tells you what direction on the map is north. Why do you need to know north? Because once you know north, you can find south, east and west. Once you know your four directions, you can find places on the map or you can tell other people where to find places. On most maps, north is at the top; the bottom is south; the right side is east; and the left side is west . If the map has no compass on it, you can assume north is at the top, and so on. But always check the map for its compass because not all maps have north at the top.

KEY A map's key will tell you what kind of map it is. Then you won't waste your time looking for something it might not show. One kind of map is a POLITICAL map. Political maps show boundaries between different areas: countries, states, counties, cities, and so on. Another kind of map is a GRAPHIC RELIEF map. Graphic Relief maps show what the land itself is like: valleys, mountains, desert, and other landforms. If you wanted to look at the border between Michigan and Ohio, a graphic-relief map might not show you but a political map would. If you wanted to know the low spots and high spots in Michigan, a political map of the United States would not show you, but a graphic-relief map would. There are also other special maps that show such things as weather, population, kinds of resources, and so on. Be sure to read the key to see what the map can and can not tell you.

The other thing that a map key will give you is a scale of distance. A map is a drawing of a place but smaller than that real place. A scale of distance tells you how much smaller. A map scale will tell you how many inches on the map equals how many miles in the real place. The larger the scale, the more detail the map will show. For example, a world map the size of this page would show you Michigan but Michigan would look quite small. If this page were the map of only Michigan, there would be more room to show more details of Michigan. The scale helps you get an idea of how big the place shown on the map really is. The scale also ehlps you tell how far one place is from another, in miles.

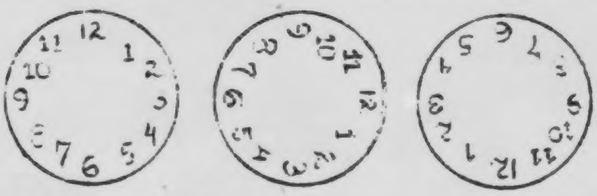
LEGEND While the compass may be put just about anywhere on a map, the key and the legend will usually be at the bottom and in a box. The legend is a list of all the signs used on the map along with an explanation of what those signs mean. For example, the legend may give a sign of a star, and explain that stars stand for capital cities. (* = cities)

While almost all maps have a compass, a key and a legend, there will probably not be a sign at each of them saying "Compass" or "Key" or "Legend". Some maps may not be purely political or graphic-relief, but may show some things of both; they may show both borders and landforms.

There are all kinds of directions: up, down, sideways, front, back, diagonal, horizontal, vertical, perpendicular. These words for directions are relative - - they are not always the same. These words do not always mean the same direction. For example, if you are facing one way but I am facing another way, the words front and back would have different meanings for you than for me.

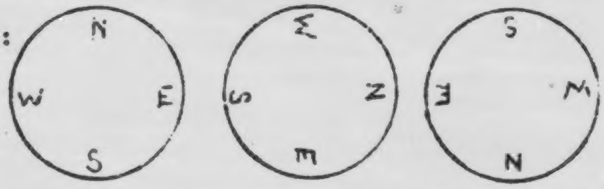
The words, North, South, East, West name directions that are constant - - they always mean the same.

Look at these clocks:



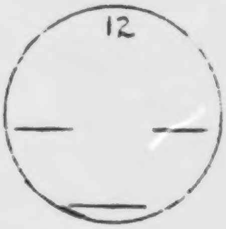
Notice the circled numbers. They always are in the same relationship to each other: No matter if you look at the clock straight on, sideways, or upside down, 12 and 6 are always opposite each other. 3 and 9 are always opposite each other. 12 is always left of 3; 3 is always right of 12. 3 is always left of 6; 6 is always right of 3, and so on, around the clock.

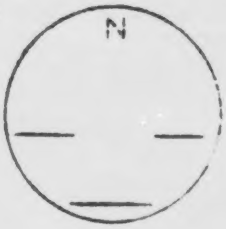
Now look at these compasses:



No matter if you look at a compass stright on, sideways, or upside down the 4 directions are always in the same relationship to each other. North and South are always opposite each other. East and West are always opposite each other. East is always to the right of North; North is always to the left of East, South is always to the left of East; East is always to the right of South, and so on, around the compass.

Have you ever seen a wristwatch that didn't have any numbers on it, or only a few? Most people can still tell time with those kinds of watches because they can figure where the numbers should be. Same thing with a compass. If you know where any one direction is on a compass, you can figure out the rest. Fill in the numbers on the clock face below. Fill in the directions on the compass below.

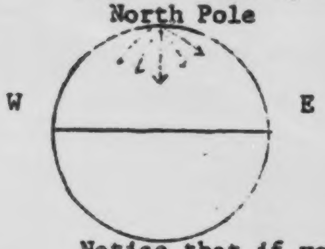


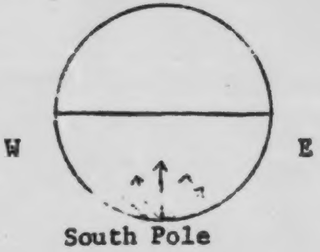


One of the first things the first people noticed was that the sun seemed to come into view each morning from the same direction. The word EAST comes from an old, old word for shine. After the sun first shines from the East, it seems to move across the sky and go down in the West. The word WEST comes from an old old word for down. Our word NORTH comes from an old, old word that meant "left of sunrise", and our word South comes from an old, old word that meant "left of sunset".

Today, east means in the direction of the sunrise; west means in the direction of sunset; north means in the direction of the North Pole and south means in the direction of the South Pole.

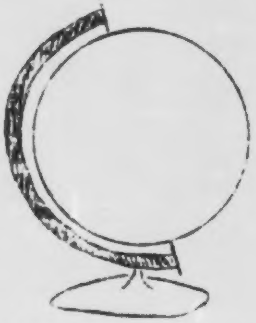
Look at these globes:

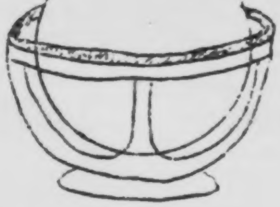




Notice that if you are at the North Pole, any direction you go in will be South. You can't go North, East or West; only south. Notice if you are at the South Pole, you can only go North; you can't go any farther south nor is there any East or West. Anywhere else on the earth, you can go in any direction.

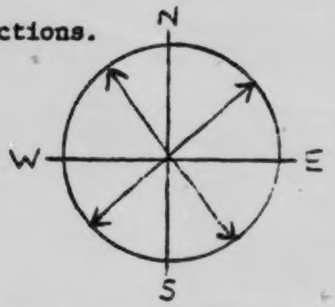
A globe may look like Figure A or Figure B, below.





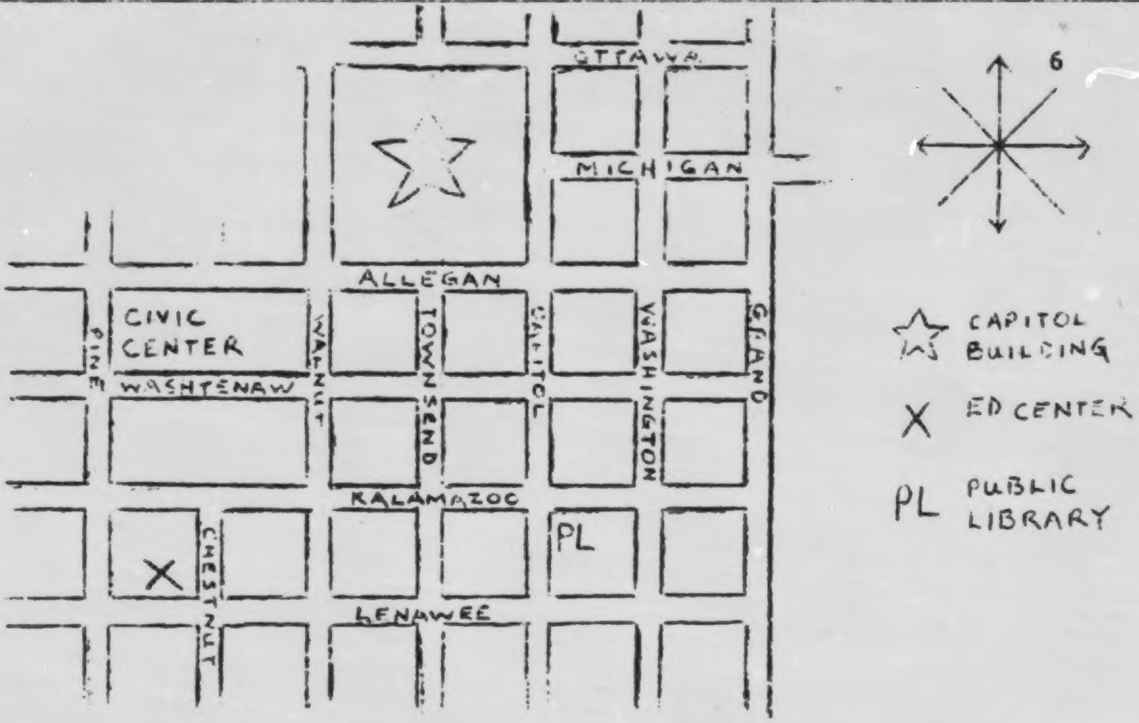
Either kind of globe should have its North Pole at the top and its South Pole at the bottom. Most maps will also usually have North at their top and South at their bottom. If a map does not say so on it somewhere, you can assume North is at the top, East is at the right and so on.

We have talked about the 4 main directions: North, South, East, West. There are 4 more directions.



You know what N, E, S, W stand for on the compass above. What do the other arrows stand for? Well, look at the arrow between N and E. It points both North and East so we call it Northeast or NE (not east north). The arrow between S and E is called Southeast or SE (not east south). What does the letter between S and W stand for? _________________ or _____. What does the letter between N and W stand for? _________ or _______.

Study the map on the next page. Remember what you have read to fill out the compass. Then answer the questions.


OTTAWA
MICHIGAN
ALLEGAN
CIVIC CENTER
WASHTENAW
KALAMAZOO
LENAWEE
PINE
WALNUT
TOWNSEND
CAPITOL
WASHINGTON
GRAND
CHESTNUT
PL
X
CAPITOL BUILDING
ED CENTER
PL PUBLIC LIBRARY

1. The Capitol Building is what direction from the Public Library?__________

2. The Education Center is what direction from the Public Library?__________

3. The Public Library is what direction from the Capitol Building?__________

4. The Education Center is what direction from the Capitol Building?________

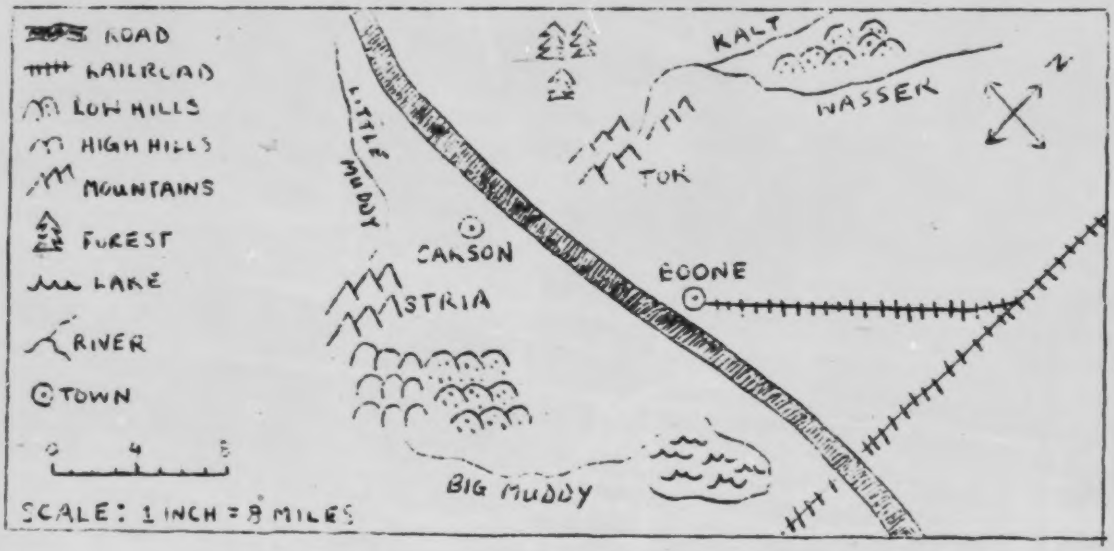
5. What 2 streets meet at the NW corner of the Capitol Building?____________
and _________________________

6. What street runs along the south side of the Education Center?____________

7. If you are on the corner of Kalamazoo and Capitol, what building are you by?_____________________________________

8. From the corner of Kalamazoo and Capitol, you walk 1 block south, 1 block east, 3 blocks north, 2 blocks west, one block south, 2 blocks east, one block south, one block west. Where are you?____________________

9. If you are on the Northeast corner of Kalamazoo and Chestnut, and if you are facing southwest, are you looking toward the Public Library? _________ Are you looking toward the Education Center?__________ Are you looking toward the Capitol Building?__________________


ROAD
RAILROAD
LOW HILLS
HIGH HILLS
MOUNTAINS
FOREST
LAKE
RIVER
TOWN
0
4
8
SCALE: 1 INCH = 8 MILES
LITTLE MUDDY
CARSON
ISTRIA
BIG MUDDY
TOR
KALT
WASSER
BOONE
N

Study the map above, Then answer these questions.

1. Is this a political map or a graphic-relief map? ______________________

2. How do you know what kind of map it is? ______________________

3. What directions does the road run? ______________________

4. What town is north of the road? ______________________

5. What town is south of the road? ______________________

6. What mountains are southeast of the forest? ______________________

7. Kalt and Wasser are the names of what? ______________________

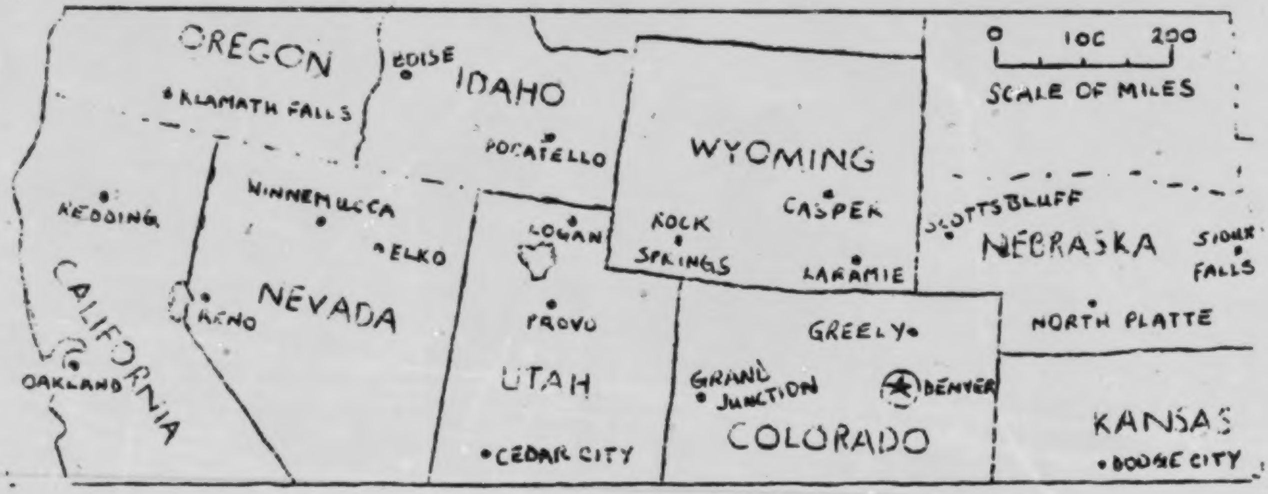
8. What lies between Kalt and Wasser? ______________________

9. The east end of Big Muddy lies in what? ______________________

10. The west end of Big Muddy lies in what? ______________________

11. What runs northeast out of Boone? ______________________

12. How far is the lake from the nearest town ? ______________________


OREGON
KLAMATH FALLS
BOISE
IDAHO
POCATELLO
WYOMING
CASPER
ROCK SPRINGS
LARAMIE
0 100 200
SCALE OF MILES
SCOTTSBLUFF
NEBRASKA
SIOUX FALLS
NORTH PLATTE
REDDING
WINNEMUCCA
ELKO
NEVADA
RENO
CALIFORNIA
OAKLAND
LOGAN
PROVO
UTAH
CEDAR CITY
GREELY
GRAND JUNCTION
DENVER
COLORADO
KANSAS
DODGE CITY

The map above shows part of the United States. After looking carefully at the map, answer these questions.

1. Is this a political map or a graphic-relief map?____________________
2. Does it show boundaries or does it show landforms?____________________
3. What is the name of the northernmost city?____________________
4. What is the name of the easternmost city?____________________
5. What is special about the city of Denver?____________________
6. What state is west of Idaho ?____________________
7. How far is it from Provo to Cedar City? To answer this question, use the scale and a ruler. If you have no ruler, use a piece of scrap paper. Put the edge of the scrap paper against the scale. Copy the scale onto the scrap. Then place the scrap between the 2 points you want to measure. How far is it to Cedar City?____________________

SPELL IT RIGHT

SPELLING PACKET: PRETEST

A. Join the word with the ending and write the new word in the blank.

EXAMPLES: run + er = runner
hope + ing = hoping

1. care + ful = ____________
2. flat + est = ____________
3. cut + ing = ____________
4. nice + ly = ____________
5. nice + er = ____________
6. hop + ing = ____________
7. use + less = ____________
8. use + ing = ____________
9. use + ful = ____________
10. nap + ed = ____________
11. lone + some = ____________
12. stop + ed = ____________
13. drip + ing = ____________
14. cute + est = ____________
15. swim + er = ____________
16. tap + ing = ____________
17. tape + ing = ____________
18. hurry + ing = ____________
19. hurry + ed = ____________
20. hot + er = ____________

B. In each pair of words below, one is spelled correctly and one is spelled wrong. Circle the correctly spelled word in each pair.

1. height hieght
2. friend freind
3. feild field
4. peice piece
5. weight wieght
6. freight frieght
7. beleive believe
8. cheif chief
9. neice niece
10. neighbor nieghbor

C. Write the plural for each word. (Change it so the word shows more than 1)

1. tax____________
2. bottle____________
3. inch____________
4. wish____________
5. waltz____________
6. glass____________
7. sister____________
8. church____________
9. gas____________
10. sack____________

D. Circle the correctly spelled word in each pair of words below.

1. monkeys monkies
2. leafs leaves
3. toys toies
4. roofs rooves
5. wolfs wolves
6. ponys ponies
7. halfs halves
8. pennys pennies
9. loafs loaves
10. countrys countries

E. Write the Plural of each word below.

1. zoo____________________
2. mpotato____________________
3. auto____________________
4. hero____________________
5. shampoo____________________
6. echo____________________
7. piano____________________
8. tomato____________________
9. veto____________________
10. solo____________________

F. Write the plural of each word below.

1. fox____________________
2. mouse____________________
3. house____________________
4. child____________________
5. saleswoman____________________
6. moose____________________
7. goose____________________
8. foot____________________
9. tooth____________________
10. foreman____________________

G. In each sentence below, one word is not spelled correctly. Circle the misspelled word and write it correctly in the blank.

1. The beliefs of the neice gave her uncle grief.____________________
2. There are more jokes about mothers-in-law than about father-in-laws.
____
3. The police caught the rober but the thief got away.____________________
4. I recieved a gift from my neighbor.____________________
5. The children like to ride ponys at the zoo.____________________
6. She shampooes her hair every night.____________________

7. They bought two tomatos and a pound of potatoes.________________________

8. My brother shot two mooses and caught four fish.________________________

9. His hieght is six feet and his weight is 175 pounds.______________________

10. The rabit hoped through the field.______________________________________

SPELLING PACKET

- - THOMAS E. ALLEN

This packet is not going to teach you how to spell. You already know how to spell hundreds of words and you know by looking at many other words whether they are spelled correctly or not. You already know how to spell, how to use letters to stand for sounds, or else you would not be in this class reading this packet. Why keep on reading this packet? Because it can help you learn to spell better.

What do you do if you are writing and want to use a word you're not sure how to spell? You can say the word; you know what it means and how to use it; but you don t know how to spell it - - what letters to use. What do you do? You can solve your problem in several ways:

1. You can try to use another word that you do know how to spell.
2. You can ask someone to spell the word for you.
3. You can look up the word in the dictionary.

But these ways can sometimes cause problems.

If you use another word, you may not be saying exactly what you want to mean, or there may be no other word to use.

If you ask someone else, they may not know or they may give you the wrong spelling. You may not want to ask someone else because you don't like them or because you don't want them to know that you don't know how to spell that word or because you are afraid of seeming dumb. There may be no one else around to ask. You may not be able to look up the word in the dictionary because you don't have one or because of the old reason; How can I look it up if I don't know how to spell it?

Any of these ways may not work. Well, in this packet you may learn some new ways. None of these new ways will always work. But, the more ways you have, the better your chance of having one that will work...the less you will have to depend on other people. The purpose of this packet is to help you learn to help yourself spell better. We will do this by starting with some things that you may already know.

There are hundreds of thousands of words in English. Many of them have strange spellings. The reason for this is that English is not one pure language. It is made up of words from many languages. Any language has its own spelling rules. When words come into English from other languages, they often keep their own spelling rules. That's why English has so many exceptions to each rule.

What we are going to do is to try to make sense of rules most often used. Here's how. English has both long and short words. You may already know most of the shorter ones. Those are the ones we will begin with. Why? Because almost all of the long ones can be cut down into little ones. There are only so many ways to make short words long. If we already know how to spell most of the short words, and if we learn the few ways to make short words long, then we will learn how to also spell many new long words.

Ready? Let's go.

One way to make a short word long is by adding pieces onto the front or onto the end of a word. Pieces added to the front are called prefixes. For example, the prefix MIS can be added to the word SPELL to make MISSPELL. Adding prefixes to a word does not change the spelling of the basic word. In MISSPELL, we just put the two pieces together. We did not change the letters in SPELL.

Pieces added to the end of a word are called suffixes. For example, ING can be added to the word SPELL to make SPELLING. Sometimes adding suffixes to a word does not change the letters in the basic word, but often it does change. For example, adding ING to MAKE does not give MAKEING. Instead, we get MAKING. Whether the basic word changes its letters when it takes on a suffix depends both on the kind of sound it has and on the kind of suffix it takes on. We will look at this more in a few minutes.

Another way short words can become longer is by changing from meaning one (singular) to meaning more than one (plural). We will look at how plurals change words' basic letters at the end of this packet.

Our alphabet is made up of 26 letters. These letters can be sorted into 2 groups. One group is called vowels; the other group is called consonants. There are 5 vowels: A E I O U. There are 20 consonants: B C D F G H J K L M N P Q R S T V W X Z. The letter Y is special because it is sometimes used as a vowel and sometimes as a consonant.

Why divide letters into 2 groups? Because there are 2 main ways you make word sounds with your mouth. One way is to let air move from within your mouth out through your lips . This is how vowel sounds are made. Say any vowel letter out loud. Your tongue may be placed differently against your teeth for each vowel letter and you may change the shape of your mouth for each letter, but when you say any vowel letter, the air moves out of your mouth smoothly and without stop.

Now say a consonant letter. Did you notice how the air was stopped by your lips closing or by your tongue touching your teeth, even if only for a second?

Most consonants have only one sound each. Vowels have at least two sounds each and sometimes more. For example, say this letter's name: A. In some words, A makes its name's sound, as in the word ATE. But in other words, it sounds different, as in AT. And in some words you don't hear it at all, as in BOAT.

If the vowel makes the sound of its name, it is called a "long" vowel. The A in ATE is a long vowel, a long A. If a vowel does not sound its name, it is called a "short" vowel. The A in AT is a short vowel, a short A.

Maybe the first words you learned to spell were short, easy words like CAT, RAT, BET, GET, BIT, HIT, HOP, TOP, BUT, CUT. All have these letters: a consonant, a vowel, a consonant. What kind of vowel does each of these words have? Right! a short vowel. O.K. Get set. Here comes the first rule.

WHENEVER YOU WANT TO MAKE A SHORT VOWEL WORD LONGER BY ADDING AN ENDING SUCH AS ER, ING, ED, EST, OR Y , YOU DOUBLE THE FINAL CONSONANT BEFORE ADDING THE ENDING.

So CAT and RAT become CATTY and RATTY. BET and GET become BETTING and GETTING. HOP and TOP become HOPPED and TOPPED. BUT and CUT become BUTTER and CUTTER.

After each of the short words on the left, below, the same word is spelled twice with an ending. Only one of the two spelling is correct. Circle the correct spelling for each word + ending.

EXAMPLE:	STOP	[✓ STOPPED]	STOPED
1.	hot	hottest	hotest
2.	slip	sliping	slipping
3.	pat	patted	pated
4.	fat	fatest	fattest

5.	cut	cuter	cutter
6.	fit	fitted	fited
7.	bat	batter	bater
.	blur	blury	blurry
9.	win	winner	winer
10.	swim	swiming q	swimming
11.	flat	flatest	flattest
12.	pit	pitted	pited
13.	map	maping	mapping
14.	sit	sitter	siter
15.	nut	nuty	nutty

Now you try it by yourself. Below, add the endings to the words and write the new words in the blanks.

EXAMPLE: TAP + ING = TAPPING

1. rob + er = ____________________
2. drip + ing = ____________________
3. plan + ing = ____________________
4. spot + ed = ____________________
5. blot + er = ____________________
6. sip + ing = ____________________
7. drop + ed = ____________________

. trim + er = ____________________

9. mop + ing= ____________________
10. log + er = ____________________
11. flip + er = ____________________
12. hip + y = ____________________
13. hum + ing = ____________________
14. bud + ing = ____________________
15. dim + est = ____________________
16. fur + y = ____________________
17. rip + ed = ____________________

1 . zip + ing = ____________________

You may have seen that some words on this page had more than 3 letters. The general rule is, no matter how many letters, if the word ends in a CVC (consonant/vowel/consonant) combination, double the final consonant before adding an ending. Why? To keep the short vowel sound. For example, if you want to add ER to CUT it must be spelled CUTTER. If you don't double the T you will get CUTER (more cute). This leads us to a second rule, about words that end in silent E. Take these words: MAT, PET, BIT, NOT CUB. Now add an E to the end of each of those words and you will have MATE, PETE, BITE, NOTE, CUBE. Notice that in each word the E is silent; you don't hear it at all. What is the E there for? Well, notice that without the E, the vowel sound is short. With the E, the vowel sound is long.

Adding endings to words that have a silent E is tricky because sometimes the silent E is dropped but sometimes the silent E is kept. Here is a secret for when to do what:

FOR SILENT _E_ WORDS, IF THE ENDING BEGINS WITH A VOWEL, DROP THE SILENT _E_ BEFORE ADDING THE ENDING.

FOR SILENT _E_ WORDS, IF THE ENDING BEGINS WITH A CONSONANT, KEEP THE SILENT _E_ AND ADD THE ENDING.

If you want to add ING to HOPE, what do you write? ING begins with a vowel (I), so you drop the E and have HOPING (not HOPPING OR HOPEING). What if you want to add FUL to HOPE? FUL begins with a consonant (F) so you keep the E and have HOPEFUL.

Think you have it? Here is some practice. On this page is a list of silent E words. After each word, the word is spelled twice with an ending. Only one of the two spellings is correct. Circle the correct spelling for word + ending.

EXAMPLE:	NOTE	[✓ NOTED]	NOTEED
1.	shape	shapely	shaply
2.	late	later	lateer
3.	make	makeing	making
4.	bite	biting	biteing
5.	inflate	inflated	inflateed

6.	care	careful	carful
7.	mute	muteed	muted
8.	glare	glareing	glaring
9.	bake	bakeer	baker
10.	code	coded	codeed
11.	pile	pileing	piling
12.	shake	shakeing	shaking
13.	name	namely	namly
14.	force	forceful	forcful
15.	mine	mineing	mining

You try it by yourself. Add the endings to the words below and write the new words in the blanks.

EXAMPLE: time + ing = timing
time + ly = timely

1. shape + ing = ____________
2. late + ly = ____________
3. inflate + ion = ____________
4. care + ed = ____________
5. care + ing = ____________
6. cute + ly = ____________
7. cute + er= ____________
8. name + ing = ____________
9. nice + ly = ____________
10. life + less= ____________
11. wake + ing = ____________
12. lone + ly = ____________
13. smile + ing = ____________
14. use + ful = ____________
15. use + less = ____________
16. use + ing = ____________
17. fine + er= ____________
18. fine + est= ____________
19. circle + ing = ____________
20. nice + est= ____________
21. slice + ing= ____________
22. wire + ed = ____________

Look at this word: SYLLABLE (sounds like SIL -A-BULL). A syllable can be a whole word or a piece of a word. CARE = one syllable.
CARE FUL = two syllables.
CARE FUL LY = three syllables.

We have looked at rules that deal with short vowel words and silent E words. While the words we looked at had very few syllables, the rules we learned can be used on longer words of many syllables, just about all the time. Simply look at the last syllable of the long word and treat it as a single word to decide what rule to use to add suffixes.

For example, the word HANDICAP + ED . Look at the last syllable, CAP. Short vowel, ends in consonant. We must double the last consonant before adding the ED (or ING or any other suffix). HANDICAP + ED = HANDICAPPED.

For example, the word DISCOURAGE + ING. Look at the last syllable, AGE. Long vowel sound, ends in silent E. The suffix (ING) begins with a vowel (I) so we drop the E. DISCOURAGE + ING = DISCOURAGING.

Now it is your turn. Add the endings to the words below and write the new words in the blanks.

1. criticize + ing ______________________________
2. begin + er ______________________________
3. benefit + ing ______________________________
4. kidnap + er ______________________________
5. imagine + able ______________________________
6. vocalize + ing ______________________________
7. unforgot + en ______________________________
8. disaffiliate + ed ______________________________
9. overlap + ing ______________________________
10. discipline + ing ______________________________
11. prefabricate + ed ______________________________
12. interlaminate + ing ______________________________
13. unzip + ed ______________________________
14. undiscriminate + ing ______________________________

We have looked at words with a short vowel sound ending in a consonant.

We have looked at words with a long vowel sound ending in a silent E.

Now let's look at words that end in Y. Take the word EASY. If we want to say something is more easy, we say that it is EASIER. Look at what happened to the Y. It changed to an I. Take the word PLAY. If we want to talk about someone who plays, we would call that person a PLAYER. Here, the Y did not change to an I. How come? Well, what kind of letter comes before the Y in the word EASY? Yes, the letter S, which is a consonant. What kind of letter comes before the Y in the word PLAY? Yes, an A which is a vowel. This is the rule:

WORDS ENING IN A CONSONANT + Y USUALLY CHANGE THE Y TO I BEFORE TAKING ON AN ENDING, UNLESS THE ENDING BEGINS WITH AN I.

WORDS ENDING IN A VOWEL + Y USUALLY DON'T CHANGE WHEN TAKING ON A SUFFIX.

You try it. Combine the words and endings below and write the new words in the blanks.

1. beauty + ful = ______________________________
2. lazy + est = ______________________________
3. enjoy + ing = ______________________________
4. dry + ing = ______________________________
5. dry + est = ______________________________
6. toy + ing = ______________________________
7. happy + ness = ______________________________
8. reply + ing = ______________________________
9. reply + ed = ______________________________
10. deny + al = ______________________________
11. risky + er= ______________________________

12. fly + ing = ______________________________

13. fly + er = ______________________________

14. early + est = ______________________________

15. harmony + ous = ______________________________

Let's take a look at a kind of word that gives more people the most trouble. These kinds of words have IE or EI side by side in them.

Remember the word AT? The A had a short sound. Remember the word ATE? The A had a long sound and we did not hear the E. The job that the E did was to make the A sound long. Silent E makes a short vowel long. so HOP can become HOPE, CUT can become CUTE, BIT can become BITE, and so on. But there is another way to make a short vowel long: put another vowel right beside it. Take the word BET. The vowel, E, sounds short. Look what happens when we put in another E. We get BEET, with a long vowel sound. Let's take BET again and this time put in an A. Now we have BEAT. We don't hear the A but it makes the E sound long.

Look at these next words. They all have 2 vowels side by side. We don't hear the second vowel but the second vowel changes the sound of the first vowel.

REED	READ		AM	AIM	FUEL
COT	COOT	COAT	OR	OAR	BLUE
LED	LEAD		DIE		GLUE
PAD	PAID		LIE		DUE
LAD	LAID		PIE		AIR

The reason for some words having IE or EI side by side is also to make one of those letters sound long. Here is part of a rule:

TO MAKE A LONG E SOUND, USE IE EXCEPT AFTER THE LETTER C.

Say these words while looking at the letters and listening to the sounds:

PIECE FIELD CHIEF

Do you hear the long E sound? Notice that in CHIEF, the IE gives a long sound and does not come right after the C but comes after the H so it follows the rule. Now look at and listen to these words:

CEILING RECEIVE

Again, we hear a long E sound but because it comes after the letter C, we use EI and not IE. Here is the other part of the rule:

TO MAKE A LONG A SOUND OR A LONG I SOUND, USE EI.

Examples: WEIGH (long A sound) HEIGHT (long i sound)

All together, here is the whole rule:

I BEFORE E, EXCEPT AFTER C, OR WHEN SOUNDED LIKE A, AS IN NEIGHBOR AND WEIGH.

Now you try it. Circle the one word spelled correctly in each pair of words below. Hint: Say the word out loud first to hear whether it sounds E or A or I. Then use the rule.

1. GRIEF GREIF
2. WIEGHT WEIGHT
3. FIELD FEILD
4. PRIEST PREIST
5. IEGHT EIGHT
6. NIECE NEICE
7. BRIEF BREIF
8. SLIEGH SLEIGH
9. BELIEVE BELEIVE
10. CONCIET CONCEIT

Using the rule, look at these next words. If the word is spelled correctly, put a C in the blank after it. If the word is not spelled correctly you spell it correctly in the blank.

1. thief____________________
2. greive____________________
3. peice____________________
4. handkercheif____________________
5. neighbor____________________
6. feild____________________

7. freight________________________________

8. feirce________________________________

9. percieve________________________________

10. shreik________________________________

11. receipt________________________________

12. yeild________________________________

13. relief________________________________

14. shield________________________________

15. biege________________________________

Let's look back at what we have done so far. We have said that most big words can be made small. We know how to spell many small words. We have looked at some ways to make small words bigger and some spelling rules to use. When you need to spell a big word, first make it small and then use the rules to make it as big as you want. Two things beside what you have read here can help you with changing the size of words. One is to do the packet on prefixes and suffixes. The other is to get into the habit of using the dictionary.

I know - - - if you can't spell a word, how can you look it up? Well, it won't work always. Nothing always works all the time. None of these rules always works. There are exceptions. But if you know many different ways, chances are you will always have one way that will work. Maybe there will be times when you can't find a word in the dictionary BUT if you first make the long word short, you will usually be able to find the short part in the dictionary. Then look at what the dictionary says about the short word and look at the words listed before and aftet and you will usually be able to find, finally, the whole word you want.

This may take some time and patience from you at first , but the more you do it, the shorter it will take and probably the less you will have to do it. Why? Because each time you try to look up a word, the more comfortable you will become with the dictionary, the more familiar you will become with how to find the words. Also, after you have looked up the same word many times, you may find yourself at last knowing how to spell it without having to look it up any more. Keep in mind that while some people are better spellers than other people, everybody makes spelling mistakes, even teachers. Using a dictionary is one good way to keep from spelling incorrectly. So take the packets on prefixes and suffixes, and on the dictionary, to keep up the good work and learning you have done in this packet.

We have saved the easiest for last - - - plurals. Remember we said earlier that SINGULAR means one and PLURAL means more than one. Most words become plural by simply adding S: HAT, HATS, ELEPHANT, ELEPHANTS. But some words have to add ES. Here is the first rule about plurals:

WORDS THAT END IN S, Z, X, CH, SH, USUALLY TAKE ES TO BECOME PLURAL.

Using this rule, write the plural of each word below.

EXAMPLE: MATCH ________ MATCHES ________
HORN ________ HORNS ________

1. tax ________
2. switch ________
3. cat ________
4. waltz ________
5. bottle ________
6. glass ________
7. brush ________
8. second ________
9. buzz ________
10. dish ________
11. carton ________
12. sister ________
13. door ________
14. fizz ________
15. inch ________
16. pencil ________
17. wish ________
18. trick ________
19. bush ________
20. box ________

Look at these sets of words: boy boys, army armies. See how both BOY AND ARMY end in Y but BOY simply takes an S while ARMY becomes plural by changing Y to I and adding ES. How come? Remember from earlier pages any rule that could be used here? Right; the rule that talked about a consonant + Y and a vowel + Y. The rule for here is:

IF A WORD ENDS IN A VOWEL + Y, SIMPLY ADD S TO MAKE THE WORD PLURAL. IF A WORD ENDS IN A CONSONANT + Y, CHANGE THE Y TO I AND ADD ES TO MAKE IT PLURAL.

Now you try it. After each word below, write its plural in the blank.

1. monkey ________________
2. baby ________________
3. navy ________________
4. alley ________________
5. city ________________
6. toy ________________

Using the plural rules we have talked about so far, write the plural for each word below in the blank after each word.

1. daisy ________________
2. country ________________
3. holiday ________________
4. crash ________________
5. dictionary ________________
6. sack ________________
7. donkey ________________
8. tax ________________
9. penny ________________
10. calendar ________________
11. guess ________________
12. guest ________________
13. marsh ________________
14. berry ________________
15. mess ________________
16. jockey ________________
17. church ________________
18. crutch ________________
19. story ________________
20. fact ________________

Making plurals of words that end in o gives many people trouble. There is no one rule that takes care of all words that end in o, but we can break o words into different groups and look at them one by one.

1. WORDS THAT END IN A VOWEL + O BECOME PLURAL WITH JUST AN S.

DUO DUOS   STUDIO STUDIOS   TATTOO TATTOOS

2. WORDS THAT END IN A CONSONANT + O --- IF THEY HAVE ANYTHING TO DO WITH MUSIC, BECOME PLURAL WITH JUST AN S.

PIANO PIANOS   SOLO SOLOS   ALTO ALTOS

3. SOME WORDS THAT END IN A CONSONANT + O CAN BE MADE PLURAL 2 WAYS: BY JUST ADDING AN S OR BY ADDING AN ES. BOTH WAYS ARE OK.

CARGO	CARGOS	CARGOES
DOMINO	DOMINOS	DOMINOES
PINTO	PINTOS	PINTOES
ZERO	ZEROS	ZEROES
BUFFALO	BUFFALOS	BUFFALOES
CALICO	CALICOS	CALICOES
AFRO	AFROS	AFROES
DISCO	DISCOS	DISCOES

4. MOST WORDS ENDING IN A CONSONANT + O BECOME PLURAL BY TAKING JUST AN S. HERE IS A LIST OF THE FEW WORDS THAT DO NOT TAKE JUST AN S.

echo	echoes
potato	potatoes
Negro	Negroes
dado	dadoes
hero	heroes
tomato	tomatoes
veto	vetoes

After each word below, write its plural in the blank.

1. zoo ____________
2. bongo ____________
3. potato ____________
4. solo ____________
5. auto ____________
6. rodeo ____________
7. hero ____________
8. burro ____________
9. tomato ____________
10. igloo ____________
11. echo ____________
12. veto ____________
13. soprano ____________
14. pinto ____________
15. studio ____________
16. shampoo ____________
17. torso ____________
18. ditto ____________
19. radio ____________
20. tango ____________

Try again.

1. yo-yo ______________________
2. jumbo______________________
3. piccolo______________________
4. embryo______________________
5. jello______________________
6. Latino______________________
7. bingo______________________
8. photo______________________
9. taco______________________
10. tobacco______________________
11. Eskimo______________________
12. ego______________________
13. bordello______________________
14. halo______________________
15. kangaroo______________________
16. voodoo______________________
17. Chicano______________________
18. pro______________________
19. silo______________________
20. hello______________________

There are very few words that do not become plural without adding S or ES. Those words that don't take S or ES become plural in 3 ways.

1. BY NOT CHANGING AT ALL.

cattle deer moose sheep fish swine

2. BY ADDING AN EN ENDING

Child Children Ox Oxen Brother Brethren or Brothers

3. BY CHANGING INSIDE

woman women man men goose geese
tooth teeth foot feet louse lice mouse mice

4. A. WORDS ENDING IN F OR FE SOMETIMES CHANGE THE F OR FE TO VE AND ADD S.

leaf leaves self selves thief thieves
wolf wolves life lives knife knives
wife wives half halves hoof hooves

B. A FEW CAN GO EITHER WAY.

wharf wharfs or wharves calf calfs or calves

C. OTHERS TAKE ONLY S.

brief briefs proof proofs roof roofs

You try it. After each word below, write its plural in the blank.

1. elf ____________________
2. saleswoman ____________________
3. shelf ____________________
4. reindeer ____________________
5. chief ____________________
6. giraffe ____________________
7. wife ____________________
8. goose ____________________
9. moose ____________________
10. Frenchwoman ____________________
11. loaf ____________________
12. catfish ____________________
13. knife ____________________
14. chairman ____________________
15. life ____________________
16. house ____________________
17. louse ____________________
18. thief ____________________
19. foreman ____________________
20. child ____________________

Each sentence below has one misspelled word in it. In each sentence, find the misspelled word, circle it, and spell it correctly in the blank. These sentences will cover all the rules we have talked about.

1. This ring contains a pricless gem. ____________________
2. My neice is visiting me for a week. ____________________
3. A rabbit hoped across the road. ____________________
4. She left the room by slaming the door. ____________________
5. The pot on the stove is bubbleing over. ____________________
6. He does not believe he is concieted. ____________________
7. She was moping the floor when the phone rang. ____________________
8. They are hideing behind the door. ____________________
9. She beleives everything he tells her. ____________________
10. He missed the begining of the movie. ____________________
11. The knight's shield wieghed more than his horse. ____________________
12. The cheif wore a handkerchief around his neck. ____________________
13. The monkies in the zoo smelled bad. ____________________

14. A nickel is worth five pennys.______________________________

15. We cut the potatos into slices.______________________________

16. At the lake I hooked three fishes.____________________________

17. Some people believe a cat has nine lifes.________________________

18. My flashlight needs new batterys._____________________________

19. Martin Luther King and John Kennedy are my heros.__________________

20. Bees sting ; butterflys don't.________________________________

One final group of words is tricky at first but easy to learn. Words that end in IN-LAW become plural by taking on an S but the S does not come at the end. Look:

Mother - in - law	mothers - in - law
Father - in - law	fathers - in - law

and so on.

O.K. We really have come to the end of this packet. There still may be many words you don't know how to spell. But look at how many you do know now. Other packets and other classes will keep helping you to improve your spelling. Please turn now to the test or get it from your teacher.

Oh! And thanks for working with me. Hope you feel it was worth it.

SPELLING PACKET: POST-TEST

A. Join the word with the ending and write the new word in the blank.

EXAMPLES: home + ly = homely
drip + ed = dripped

1. hit + ing = ____
2. bat + ed = ____
3. shap + ed= ____
4. cut + er = ____
5. cute +est = ____
6. name + ly = ____
7. realize + ing = ____
8. kidnap + ed= ____
9. imagine + able= ____
10. benefit + ed= ____
11. bake + ing = ____
12. pig + y= ____
13. late + ly = ____
14. late + er = ____
15. flip + er = ____
16. occur + ence = ____
17. indicate + ion = ____
18. handicap + ing= ____
19. agitate + ed= ____
20. erase + ure = ____

B. Circle the correctly spelled word in each pair below.

1. breif brief
2. sheild shield
3. ceiling cieling
4. grief greif
5. preist priest
6. achieve acheive
7. sliegh sleigh
8. thief theif
9. conciet conceit
10. recieve receive

C. Write the plural for each word below.

1. trick ____
2. itch ____
3. box ____
4. fork ____
5. way ____
6. recess ____
7. buzz ____
8. pack ____
9. bush ____
10. ash ____

D. Circle the correctly spelled word in each pair.

1. babys babies
2. alleys allies

3. navys navies
4. ladys ladies
5. berrys berries
6. shelfs shelves
7. proofs prooves
8. giraffes giraves
9. wifes wives
10. knifes knives

E. Write the plural of each word below.

1. tattoo______________________
2. studio______________________
3. echo______________________
4. Eskimo______________________
5. trio______________________
6. tomato______________________
7. radio______________________
8. veto______________________
9. potato______________________
10. hero______________________

F. Write the plural of each word below.

1. congressman______________________
2. sheep______________________
3. tooth______________________
4. ox______________________
5. mailman______________________
6. saleswoman______________________
7. foot______________________
8. boot______________________
9. child______________________
10. sister-in-law______________________

G. In each sentence below, one word is spelled wrong. Circle the misspelled word and spell it correctly in the blank.

1. The sailor had tattooes from serving in many navies.______________________
2. My mother was bakeing pies for us kids.______________________
3. Handicapped persons can still acheive goals.______________________
4. The shepherd guarded his sheeps from wolves.______________________
5. The beer fizzed over the tops of the glases.______________________
6. She liked her sister-in-laws more than her nieces.______________________
7. Some churchs have priests and some do not.______________________
8. They used oxes to pull plows across the field.______________________
9. He carefully patched the cracks in the cieling.______________________

10. Babys are not usually born with teeth.____________________
11. The radios are over there on those shelfs.____________________
12. After the rain, water was dripping from the rooves.____________________
13. Some persons beleived President Lincoln was a homely man.____________________
14. One batter made three outs in the same ining.____________________
15. I have many pieces of different candys.____________________
16. Kangarooes carry their babies in a pouch.____________________
17. The dance band only played waltzes and tangoes.____________________
18. Many countrys have wild ponies.____________________
19. Those childs have dirty feet.____________________
20. The three mens were all good friends.____________________
21. They have gone shopping for grocerys.____________________
22. Inflation is a problem in many countries.____________________
23. Being beautyful does not always bring happiness.____________________
24. My neighbor recieved an obscene phone call.____________________
25. His conceit is a sheild for his shyness.____________________
26. She ate tacoes with tomatoes and onions.____________________
27. The nurse wrote down his hieght and weight.____________________
28. They used knives to slice the fruits into halfs.____________________
29. Geese have webbed feet but mooses have hooves.____________________
30. My brothers-in-law like to play solos on their pianoes.____________________

SYLLABUS

READING IMPROVEMENT II

Week 1 Student Survey
Pretest
Gateways to Correct Spelling: Lessons 1-5 (Pages 1-8)
Reading Improvement Activities Book II Gold Workbook
Unit 1 Lessons 3 and 4 (Pages 14-20)
Choose a book for a book report.

Week 2 Context Clues Packet
Gateways to Correct Spelling: Lessons 6-10 (Pages 9-16)
Begin reading the book that you selected for a book report.
Gold Workbook - Unit 3 Lesson 2 (Pages 93-97)

Week 3 Finding Main Ideas II Packet
Gateways to Correct Spelling: Lessons 11-15 (Pages 16-23)
Continue reading your chosen book.
Gold Workbook - Unit 1 Lesson 5 (Pages 21-23)

Week 4 Reading for Details Packet
Gateways to Correct Spelling: Lessons 16-20 (Pages 23-31)
Continue reading your chosen book.
Gold Workbook - Unit 1 Lesson 7 (Pages 29-32)

Week 5 Gold Workbook - Unit 1 Lesson 6 (Pages 24-27) and
Unit 4, Lessons 1, 2, 3, and 4 (Pages 112-138)
Gateways to Correct Spelling: Lessons 21-25 (Pages 31-38)
Continue reading your chosen book.

Week 6 Following Directions II Packet
Gateways to Correct Spelling: Lessons 26-30 (Pages 38-46)
Continue reading your chosen book.
Gold Workbook - Unit 2 Lesson 1 (Pages 45-49)and Lesson 3(Pgs. 54-58)

Week 7 Maps and Graphs Packet - Complete the section on graphs
Gateways to Correct Spelling: Lessons 31-35 (Pgs 46-54)
Continue reading your chosen book.
Gold Workbook - Unit 2 Lesson 4 (Pgs 59-62) and Lessons 6 and 7,
(Pgs 66-72).

Week 8 Maps and Graphs Packet - Complete the section on graphs.
Gateways to Correct Spelling - Lessons 36-40. (Pages 54-59)
Continue reading your chosen book.
Gold Workbook - Unit 2 Lessons 8 and 9 (Pages 73-82).

Week 9 Dictionary Skills Packet
Gateways to Correct Spelling: Lessons 41-55 (Pages 62-70)
Continue reading your chosen book.
Gold Workbook - Unit 3 Lesson 5 (Pages 103-111).

Week 10 Gold Workbook Unit 1 Lessons 8 and 9 (Pages 33-44) and
Post test (Pages 3 and 4 in back of book.
Gateways to Correct Spelling: Lessons 46-50 (Pages 71-80)
Finish reading your book for your book report.

Week 11 Write book report and turn it in to your instructor.
Gateways to Correct Spelling: Lessons 51-55 (Pages 80-88)
Gold Workbook Unit 3 Lessons 3 and 4 (Pages 98-102)

Week 12 Gateways to Correct Spelling: Lessons 56-60 (Pages 88-96)
End of term survey

Your Choice: (A) Select a reading skill area that you enjoyed working in, and ask your instructor for further work.

(B) Select some outside reading and practice the reading skills that you've been concentrating on this term.

Requirements

1. Six Packets
2. Sixty Lessons in Gateways to Correct Spelling.
3. Selected Assignments in Reading Improvement Activities - Book II.
4. One Book Report.
5. Other Individually Prescribed Activities.

General Instructions to the Student:

This syllabus was designed to give you a suggested schedule or your assignments in this class and the requirements which you must meet. If you have problems or questions at any time, ask your instructor.

You will be given a folder to keep all of your work in. Stapled to the inside cover, you should keep a journal that states what you have worked on each day.

Your instructor should have additional activities for your use if you need--or just would like--to work on a skill studied in any of the packets. Just ask her/him.

CONTEXT CLUES - Using Context Clues to Decode Meaning

PRE-TEST

Directions: Read the following sentences carefully. Decide which meaning is correct by circling letter a., b., or c.

1. The little girl pouted when she could not have her own way.
   Pouted means
   a. laughed
   b. sang
   c. looked displeased

2. The morning sun was so brilliant that Ted needed his dark glasses.
   Brilliant means
   a. high
   b. bright
   c. large

3. The small frightened chipmunk darted into the low bushes.
   Darted means
   a. ran quickly
   b. walked quietly
   c. looked with anger

4. The miner was faced with a grave problem.
   Grave means
   a. easy to solve
   b. funny
   c. difficult to solve

5. A rattlesnake bit the miner and inflicted a serious wound.
   Inflicted means
   a. hurt someone
   b. hissed
   c. difficult to solve

6. The game was tied, so each play was crucial.
   Crucial means
   a. timed right
   b. very important
   c. a serious injury

7. The young deer remained vigilant, listening and watching for any sign of danger.
   Vigilant means
   a. a person who takes the law in his own hands
   b. lazy
   c. alert, watchful

8. Nothing moved. The air was heavy and stagnant. No sign of fresh air.
   Stagnant means
   a. stale, dirty
   b. old
   c. windy

9. The photographer was asked to make an enlargement of the picture.
   Enlargement means a. an opening
   b. movement
   c. larger copy.

10. The fireman tried to revive the victim he had brouhgt out of the burning building.
    Revive means a. get something back
    b. bring back to life
    c. limit

PURPOSE

The purpose of this packet is to teach you how to understand or "get" the meaning of an unknown word in a sentence by looking at it in context. That is, you can find clues to a word's meaning by studying the rest of the words in the sentence.

OBJECTIVE

Given a sentence containing a word whose meaning is unknown to him, the learner will use the context of the sentence to state the meaning of the unknown word in prescribed learning activities with 80% accuracy.

INTRODUCTION

When you are reading, you are constantly meeting new or unfamiliar words. The unknown words are part of a sentence containing other words that you do know the meaning of. Good readers can sometimes decode or "get" the meaning of a word they do not know by looking at it in context. That is, they can find clues to the word's meaning by studying the rest of the words in the sentence.

Some context clues come right out and explain what the unknown word means. Example: On a clear night many constellations, that is, groups of stars, can be seen in the heavens. In this sentence the word constellations is explained to you by the words - groups of stars.

Other context clues depend on past experience. Good readers can make intelligent guesses about unfamiliar words they come upon based on the various experiences they have had during a lifetime and come quite close to the meaning of the word that the author intended.

Still other context clues give you hints as to the meaning of an unknown word by contrasting it. Example: Your plan is feasible, but it is not practical at this time. Even if you have never heard of the word feasible, you can fiqure out what it means. The words but and not are the clues. You can see that feasible means practical.

Sometimes it even takes several sentences of reading to get the entire meaning of an unknown word; just remember it is important to look for all that is said about an unfamiliar word.

LEARNING MATERIALS

pen or pencil
packet of materials.

In the following exercises you will be asked to find the meanings of words which may be unknown to you. Each unknown word will be a part of a sentence and you will be asked to identify the meaning of the word in a variety of ways.

Read the explanations and directions of each exercise carefully before beginning to work the excercises.

Directions: Some of the words in the following paragraphs are underlined. As you read, look for context clues to those words. Think about what all the sentences say when you are looking for meaning. Then fill in the blanks below with the correct letter.

ANIMALS WITH ANTLERS

Let us take the trouble first to get our facts straight about deer and antelope in general, and the great group of animals to which they belong. It is the group known as bovine or ox-like animals, containing all the cattle and their relatives, the sheep, goats, antelopes, and every type of deer the wide world over.

The growing antlers are very tender, being full of sensitive nerves with which they feel every twig they touch. They are easily injured now, and their owner must move carefully. Wherever they are bruised or caused to bleed, points may grow in various directions.

The first weeks in the life of a whitetail fawn are properly spent entirely in hiding. For almost a month it must stay concealed, then it begins to go about with its mother more and more. But, being a baby, it wants to be with her from the start, and may try to follow when she goes to eat and drink. Or it may merely want to romp when safety demands that it be very still.

The mother hides her fawns in separate spots and has a big task taking care of such a family. Among other hazards, she may be confronted by a poisonous snake, perhaps a cottonmouth or rattler, which can deal death to her children in the smallest fraction of a second.

_____ 1. Antlers are (a) pointed hoofs (b) horns with many branches (c) skins

_____ 2. Antelope are (a) animals like deer (b) farm animals (c) a kind of bear

_____ 3. A bovine animal is one that (a) is used as a work animal (b) lives in the woods, (c) is like an ox in some ways.

_____ 4. Nerves that are sensitive are (a) tough (b) dead (c) able to feel keenly

_____ 5. Something that is bruised has been (a) told about ,to many people (b) hurt by a blow (c) cured of an illness

_____ 6. A fawn is (a) a baby deer (b) a young cow (c) a baby bird

_____ 7. A fawn that is concealed is (a) hungry (b) hidden (c) unable to walk

_____ 8. Romp means (a) move about playfully (b) eat and drink (c) take a nap

_____ 9. A hazard must be (a) a reward (b) a danger (c) a hard job

_____ 10. If a mother deer is confronted by a snake, she (a) is comforted (b) knows food is nearby (c) meets an enemy

EXERCISE 2

Directions: Read the following sentences. Draw a line under the part of each sentence that gives the meaning of the underlined word.

1. Barracks are buildings for housing soldiers.

2. A children's game played with a string looped on the fingers is called cat's cradle.

3. A glutton is a person who eats more than he should.

4. To make less in size or number is to reduce.

5. To wrench means to twist or pull with force.

6. The builder chose the site, or location, for the new home.

7. The starfish, a small sea animal, may have more than five arms.

8. The old dress was made of calico, a cotton material with a small design on it.

9. A pedometer, an instrument that measures the distance you walk, is fun to use.

10. Last week, we studied about homographs, words with the same spelling and different meanings.

EXERCISE 3

Directions: In each of the following sentences, there is an indirect context clue to the underlined word. Decide what each word means. Write its meaning in the blank after the sentence.

1. The directions were clear because Tom gave them precisely.

   ____

2. Torrential rains blotted out the pilot's view of the waves below.

   ____

3. The function of a clock is to keep time. ______________________

4. Sleepiness will finally compel him to go to bed. _______________

5. A huge snowdrift obstructed the road. __________________________

6. Bridges are not completely inflexible because they must shrink or expand slightly with changes in weather.

   ____

7. The train pulled into the terminal after completing its run.

   ____

8. In the few minutes before take-off, the crew studies only excerpts from the previous crew's report, not the whole story.

   ____

9. Nancy received a belated birthday present two weeks after she turned nineteen.

   ____

10. You should be able to determine directions by noting the sun's position in the sky.

   ____

EXERCISE 4

Directions: In each sentence, look for a context clue to the underlined word. The clue may be similar or opposite in meaning. After each sentence put an X in front of the correct meaning.

1. Flying into the center of the storm, the pilot found the roughness excessive, but once there, he found it less rough than in ordinary weather.

   Excessive means _____ too great _____ very little

2. Just as rats are said to leave a sinking ship, people abandon the beaches when storm warnings come over the radio.

   Abandon means _____ leave _____ stay at

3. Weather fliers must be careful enough to get home safely, yet venturesome enough to get as much information as possible.

   Venturesome means _____ careful _____ daring

4. As the winds diminish, people's fears likewise grow less.

   Diminish means _____ grow less _____ grow greater

5. The hurricane was small in size, but intense in force.

   Intense means _____ weak _____ very strong

6. The first flights that pilots made into hurricanes were hazardous because they knew little about what to expect.

   Hazardous means _____ dangerous _____ fun

7. Because hurricanes have been known to destroy completely a block of houses, people are warned to evacuate their homes before the storm arrives

   Evacate means _____ have faith in _____ leave

8. Smaller cottages were swept away as huge waves deluged the coast.

   Deluged means _____ crept up on _____ flooded

9. The crew was near exhaustion, as tired after six hours as they were after twelve hours of ordinary work.

   Exhaustion means _____ extreme tiredness _____ alertness

10. Sending a man with insufficient flying experience into a hurricane is as dangerous as sending a man without enough training into a lion's cage.

    Insufficient means _____ not enough _____ plenty of

EXERCISE 5

Directions: Read each sentence carefully. After each sentence, write a word or phrase which you think means the same as the underlined word in the sentence.

1. You can't hope to do this if you are too strict; you must show some flexibility in the matter.

___

2. I know everything will be all right, but I still have some apprehension about flying across the ocean.

___

3. For such a small man he certainly has courage to be so belligerent.

___

4. I couldn't leave without it. It's indispensable to me.

___

5. After a short rest, the team showed a spurt of renewed energy.

___

6. Not everyone has left, but virtually everyone, as far as I can see.

___

7. That is one of the few countries in the world which maintained strict neutrality in both World Wars.

___

8. A diversity of opinion is a healthy sign in a democratic society.

___

9. He signed the bill authorizing the new taxes as of today.

___

10. I've read the directions over and over and they are still incomprehensible to me.

___

203

POST-TEST

Directions: Read the following sentences carefully. Decide which meaning is correct by circling letter a, b, or c.

1. One group of natives was friendly, but others were antagonistic.
Antagonistic means a. not friendly
b. small, tiny
c. quick

2. The pain was severe, but the doctor gave his patient some medicine that alleviated it.
Alleviated means a. increased
b. cured
c. made less severe

3. The northern route was inaccessible, and we had to make our approach from another direction.
Inaccessible means a. open
b. hot and dusty
c. closed; not within reach

4. When the diver went underwater, he had to carry along a tank of compressed air.
Compressed means a. stale
b. pressed together and made smaller
c. larger

5. The musician played the difficult piece with great finger dexterity.
Dexterity means a. ease of movement in the hand
b. stiffness in joints
c. firmness

6. The boy dropped the glass of milk unintentionally.
Unintentionally means a. not on purpose
b. clumsy
c. noisy

7. The boys made sure they had all the necessary provisions for their camping trip.
Provisions means a. tent
b. food and supplies
c. books

8. A sign hindered Sam from parking his car near the corner.
Hindered means a. allowed
b. behind
c. prevented, kept from

9. The crowd dispersed after the program was completed.
Dispersed means a. broke up, went different ways
b. fought
c. stayed in their seats

10. The angry dog held onto the man's trousers with a tenacious grip.
Tenacious means a. teeth
b. firm and lasting
c. wet

FINDING THE MAIN IDEA II

PRE TEST

DIRECTIONS: Read the following paragraphs with the objective of selecting the main idea. Then answer the questions following each. Refer to the paragraphs when you find it necessary.

1. There are several features to check for when shopping for a vacuum cleaner. A vacuum which has a long cord of at least eighteen feet will make moving around the room easier. It is also wise to select a model which has bumper guards and smooth edges. Otherwise you may damage your furniture and walls when using it.

QUESTIONS:

A. Tell me what this paragraph is about in one or two words.

B. Tell me what this paragraph is about in less than seven words.

C. Select one sentence in the paragraph which states the main idea and copy it in the space below.

2. In the sixteenth century, the Europeans gathered pearls from the Caribbean Sea. The pearl industry in the Indian Sea, the Persian Gulf, and the Red Sea is 3,000 years old. Pearls are even mentioned in a Chinese dictionary which was written earlier than 1000 B.C. Thus we know that the pearl is the oldest of gems.

QUESTIONS:

A. Tell me what this paragraph is about in one or two words.

B. Tell me what this paragraph is about in less than seven words.

C. Select one sentence in the paragraph which states the main idea and copy it in the space below.

3. Many shoppers waste much time driving around town looking for a particular brand. The practical way to find a particular brand is to look in the yellow pages in the back of your phone book. For example, you may need to buy a new steel belted radial tire. Look in the yellow pages under tire dealers to find who carries the type of tire that you need.

QUESTIONS:

A. Tell me what this paragraph is about in one or two words.

B. Tell me what this paragraph is about in less than seven words.

C. Select one sentence in the paragraph which states the main idea and copy it in the space below.

4. When a tornado approaches, you should retreat to the corner of the basement toward the tornado. People in houses which do not have basements can find pretection by getting under heavy furniture against inside walls. You can also stand next to a wall on a lower floor as a means of protection.

QUESTIONS:

A. Tell me what this paragraph is about in one or two words.

B. Tell me what this paragraph is about in less than seven words.

C. Can you select one sentence in the paragraph which states the main idea? Tell me what this paragraph is about in one sentence.

FINDING THE MAIN IDEA

PURPOSE:

A good reader is able to pick out the main ideas of the passage that he has read. Many students find this a difficult task. No matter what you are reading--be it history, psychology, or economics--you will have a full understanding of what you have read only when you are able to catagorize ideas in your head in relation to a main idea. This packet is intended to describe the structure of writing and give you practice in recognizing that structure so that you can effectively pick out the main idea.

OBJECTIVE:

The student will be able to select the main idea in given passages with 75% accuracy.

210

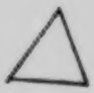
INTRODUCTION

The main idea of a paragraph is the topic of the passage; it's what the paragraph is talking about.

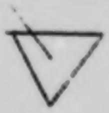
The supporting details are the other sentences which expand or limit the main idea.

There are four common patterns writers use when writing a paragraph. They are as follows:

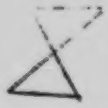
1. Main Idea--Details



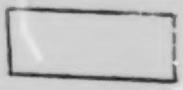
2. Details--Main Idea



3. Details--Main Idea--Details

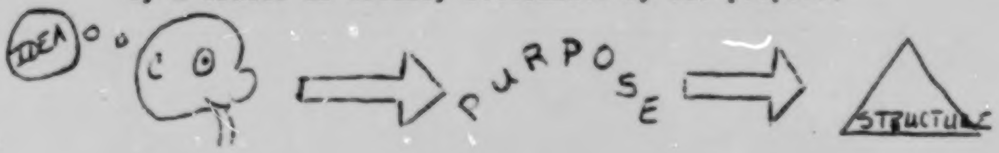


4. Details--Inferred Main Idea



FINDING THE MAIN IDEA

All writing has a specific structure. The structure chosen by a writer is usually determined by his purpose.



Some passages are meant to inform; some are meant to entertain. A writer plans a paragraph in a different way for each of these purposes.

No matter what structure a writer chooses, he has to work with two elements; main ideas and supporting details. A main idea is the subject of the passage; it's what the writer is talking about. The other sentences add details to the main idea sentence; they explain the main idea. These details are called supporting details because they often provide facts or examples which lend proof to the validity of the writer's idea.

To find the main idea, or topic, sentence ask yourself the following questions:

1) What is this paragraph about?

2) What is said about this idea?

Read the following sentences with the purpose of selecting the main idea that joins them together.

As a grade school student, Melville Dewey could solve arithmetic problems in his head before his classmates could get their answers on paper.

He thought our spelling system took too much time and went so far as to simplify his own name from Melville Louis Kossuth Dewey to Melvil Dui.

His Dewey Decimal System used in the organization of libraries made locating a book a quick and simple process.

Here are the same sentences again. This time a sentence is added which contains the main idea. Now the sentences form what we call a paragraph.

> Melville Dewey was an energetic man who was always looking for a quick way to do things. As a grade school student, Melville Dewey could solve arithmetic problems in his head before his classmates could get their answers on paper. He thought our spelling system took too much time and went so far as to simplify his own name from Melville Louis Kossuth Dewey to Melvil Dui. His Dewey Decimal System used in the organization of libraries made locating a book a quick and simple process.

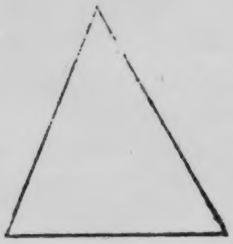
The sentence that tells the main idea in the paragraph above is the first sentence. The other sentences add details to the main idea.

PATTERNS OF PARAGRAPHS

The position of the main idea in a passage is important. If your purpose in writing a passage is to explain a difficult concept such as how electricity is produced, you would tell the reader your intent in the first sentence so that he could easily follow your description. On the other hand, holding back the main idea to keep your reader in the dark is an effective way to add suspense, humor, or just variety.

Here are examples of the two most common structures used by writers:

PATTERN 1: MAIN IDEA--DETAILS



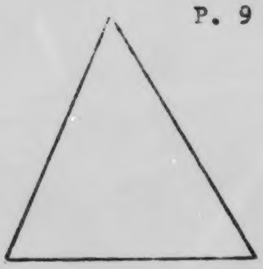
An appropriate diagram for this pattern of a paragraph would be a triangle with the apex at the top. The main idea is represented as the dot at the apex. The details follow to form the triangle.

Sentence 1 (Main Idea): Carol was troubled by a problem she didn't know how to solve.

Sentence 2 (Detail): She spent most of her time in her house to avoid talking with people.

Sentence 3 (Detail): Her family found her irritable.

Sentence 4 (Detail): She sometimes cried over nothing.



PATTERN 2: Details--Main Idea

The plan is reversed in Pattern 2. Instead of beginning with the main idea and ending with details, the writer gives details at the start. Then he sums up with the main point at the end: Dogs serve man in many ways and remain "man's best friend". A good diagram for this pattern of a paragraph places the main idea at the bottom of the figure.

Sentence 1 (Detail): An Alaskan Malamute can easily pull a loaded sled over ice and snow.

Sentence 2 (Detail): A golden Retriever is trained to retrieve, or bring back, killed or wounded game shot by hunters.

Sentence 3 (Detail): A german Shepherd can be trained to help the police department, guide the blind, or be a watch dog.

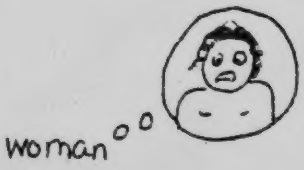
Sentence 4 (Detail): Saint Bernards are famous for rescuing travelers lost or buried in snowstorms in the Swill Alps.

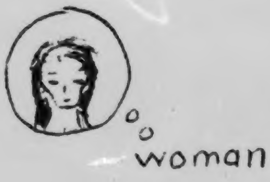
Sentence 5 (Details): Collies are the world's best known sheep herding dog.

Sentence 6 (Main Idea): Dogs serve man in many ways and remain "man's best friend."

EXERCISE:

DIRECTIONS: Read the following passages through once with the objective of selecting the pattern that most accurately fits its construction. Then obtain a separate sheet of notebook paper to write your selections on. Reread each paragraph and tell whether it is written in the model of Pattern 1 or in the model Pattern 2.





Passage 1.

A writer must use concrete details in a story so that he can control the reader's imagination. If a writer simply said "woman" when he meant a "fat woman with crossed eyes and a toothless smile," the reader might picture a beautiful, well-shaped woman. Some words like "pretty," "nice," or "friendly" may seem to add meaning, but they don't add anything. What the writer thinks is "delicious" may be "nauseating" to his reader.

Passage 2.

Every fall my sister picks up the football and finds a group of friends playing football. When basketball season starts, she changes her tennis shoes and runs to the courts. By January she's playing volleyball on the school team. When the weather warms up in the spring, she's back outside on a baseball team. One could say that my sister loves sports.

Passage 3.

The kitchen looked as though Anne had gone out in a great hurry. Glasses were floating in soapy water in the sink. Unwashed dishes and silverware were neatly arranged on the counter beside the sink. The dish cloth was lying on the kitchen table which was only half cleaned.

OASIS
ICE COLD COKE

Passage 4.

I am a "coke-aholic." I stumble from the bed every morning headed for the refrigerator to get my first sip of Coca-Cola. I sip a glass of coke as I go through the motions of washing and dressing myself. While at work, I buy a bottle of Coke on my break and again later on my lunch hour. Most people drink coffee or milk with their dinner, but I, of course, sip Coke. I never sit down after dinner to watch television without a glass of iced Coca-Cola.

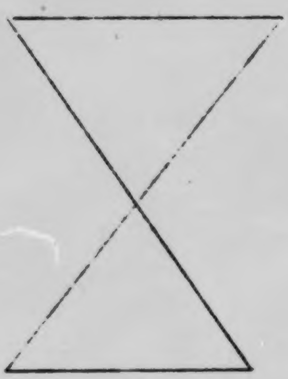
Passage 5.

Your education may determine the kind of job you can obtain as well as the amount of money you can expect to earn. The type of job you have and your income influence your standard of living. Your education may also influence how you make choices and decisions. Your education and training may affect your whole life.

Check your answers with the answer key.

In the two patterns you have just studied, you found the sentence containing the main idea to be either the first or last sentence of the passage. But in some cases, you may find the sentence containing the main idea is somewhere in the middle of the passage. When a writer uses this third pattern, he usually opens his paragraph with an introductory sentence or two. This introduction usually consists of supporting details which are intended to interest you in the subject, or to provide you some background information that will aid your understanding of the main idea.

PATTERN 3 DETAILS--MAIN IDEA--DETAILS



Since the writer begins and ends with details, the main point is found in the middle of the paragraph. The diagram for a paragraph based on Pattern 3 could be represented by two triangles sharing the same apex. One diamond may be larger than the other if more details are given either before or after the main idea.

Sentence 1 (Detail): England has a state church which is headed by a monarch.

Sentence 2 (Detail): This is the Protestant Episcopal Church of England: but the English people are not required to belong to this church.

you see and hear. How are names such as "Ultra Brite," "Miracle White," "Johnny Carson Clothes," and "Big Mac" designed to make you want to buy that product?

Passage 3

Say the following words: cow, park, bath, hard, color. Not everyone will read these words with the same pronunciation. Americans living in different parts fo the country pronounce words differently. If you or your family are from the southern or eastern part of the United States, you probably say "pahk" and "hahd." If you come from the East, you probably say "bahth." If you're from the South, you may say "kulah" and "cyow."

Passage 4

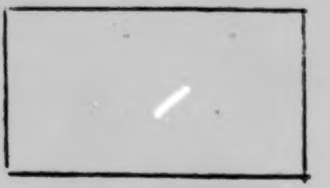
You should keep your tree outdoors until the day before Christmas. You should never use lighted candles as decorations. There are other suggestions, also, for avoiding the Christmas tree fire. When you leave the house, you should always turn off the tree lights. It's also wise to take the tree down by New Year's Day.

Check your answers with the answer key.

You will find that in some reading passages that there is no main idea sentence. In such a paragraph, you must infer the main idea from the paragraph as a whole. Each sentence contributes to a general idea which the writer is describing by using details. The main idea will not be specifically stated in one sentence, but you will form the main idea in your mind as you gather the details.

PATTERN 4: DETAIL & DETAIL & DETAIL...--INFERRED MAIN IDEA

In this paragraph- the main idea is not stated in any one of two sentences. All of the sentences work together to form a word picture. Since no one sentence takes the lead, a good diagram for Pattern 4 would be a rectangle.



Sentence 1 (Detail): Why did dinosaurs become extinct?

Sentence 2 (Detail): Some scientists believe that the dinosaurs were killed by floods, earthquakes, or volcanic eruptions.

Sentence 3 (Detail): Others believe that the dinosaurs did not change as their environment changed.

Sentence 4 (Detail): Another theory suggests that some disease or plague destroyed the dinosaurs.

INFERRED MAIN IDEA: There are many theories which attempt to explain the extinction of dinosaurs.

IAN
HERE
LIES
DINO
REX

EXERCISE:

DIRECTIONS: Read the following passages and select an inferred main idea for each. Write your answer on a separate sheet of paper.

Passage 1

The first dinosaurs were small creatures. Many were no larger than a turkey. Since they were not very heavy, they walked on their two hind legs. After many generations of dinosaurs, some of the plant eating dinosaurs grew into huge creatures. They grew to be over 80 feet long and weighed over 30 tons. These dinosaurs had to walk on four legs to carry their weight.

Passage 2

Many women earn less money than men for the same kind of work. Women have less power in their communities than men; there are few woman mayors or city officials. The presidents of nearly every major corporation in the United States are men. There are few female ministers or priests.

Passage 3

I suppose I would have anyhow, but it made me mad that she had said it. It was the last thing she had said to me. Of course I'm older; but why couldn't he be older than me and be responsible for me. Why should I have to take care of him just because I'm his sister?

EXERCISE:

DIRECTIONS: Read the following passages and select an inferred main idea for each. Write your answer on a separate sheet of paper.

Passage 1

The first dinosaurs were small creatures. Many were no larger than a turkey. Since they were not very heavy, they walked on their two hind legs. After many generations of dinosaurs, some of the plant eating dinosaurs grew into huge creatures. They grew to be over 80 feet long and weighed over 38 tons. These dinosaurs had to walk on four legs to carry their weight.

Passage 2

Many women earn less money than men for the same kind of work. Women have less power in their communities than men; there are few woman mayors or city officials. The presidents of nearly every major corporation in the United States are men. There are few female ministers or priests.

Passage 3

I suppose I would have anyhow, but it made me mad that she had said it. It was the last thing she had said to me. Of course I'm older; but why couldn't he be older than me and be responsible for me. Why should I have to take care of him just because I'm his sister?

Passage 4

Most of the people in India live in one-room huts made of mud bricks. There is no plumbing in these houses. The people cannot afford electric lights, refrigerators, telephones, radios, or televisions. The average person in India sleeps on a cot of woven strings. He gets his drinking water from a village well which is not always clean.

Check your answers with the answer key.

POST TEST

DIRECTIONS: Read the following passages through once with the objective of selecting the main idea. Then on a separate sheet of paper, write down the main idea of each paragraph after a second reading. Also, for each paragraph, tell whether it is written in Pattern 1, 2, 3, or 4.

1. The part time jobs that I have had have given me valuable experience. My first job was working at MacDonalds during the noon hour rush where I learned that operating quickly and efficiently avoided frustrating back-up of work. The following year I worked as a receptionist in a pleasant business office where I talked with all different types of people and learned how to handle many different situations gracefully and effectively. Presently I am working as a secreterial aide learning how to run many different business machines.

2. The first time that I met Anne, I thought she was a very shy and quiet woman. But when I later ran into her at a party, she was demonstrating a new dance step to a large group of people. On the other hand, when I first met Gary, I thought he was a loud, over-bearing man. After talking with him for several hours though, I found he was a very sensitive and warm person. I've learned that first impressions of people are often wrong.

Passage 3

If you were asked to name the continents of the world, you would list Asia, Africa, Australia, Europe, N. America, S. America, and Antartic. But this may not always have been true. Some scientists believe that the seven continents were once a single mass of land. They say the continents began to break away from one mass about 225 million years ago. This could have been caused by lava erupting from the center of the earth through cracks in the ocean floor. These scientists have discovered this possibility by studying ancient rocks.

Passage 4

Concrete goes into the foundation of new homes. It is sometimes used to pave streets and sidewalks. Many tall office buildings are built largely of concrete. You will even find concrete used to build dams and bridges.

READING FOR DETAILS

FINDING DETAILS

PURPOSE

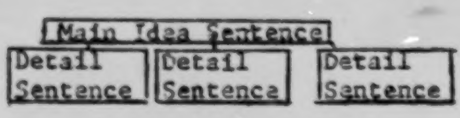
You have had practice in finding the main idea in paragraphs. In some cases, finding only the main idea will serve your purpose. But in much of your studying, however, you will need to pick out and understand details.

OBJECTIVE

The student will be able to select and organize details as related to main ideas in outline form with 75% accuracy.

INTRODUCTION

You can make a "picture" of a paragraph by making a block diagram of the main idea and details.



A second way of making a "picture" of a paragraph's structure is by outlining the sentences of the paragraph.

I. Main Idea Sentence
    A. Detail Sentence
    B. Detail Sentence
    C. Detail Sentence

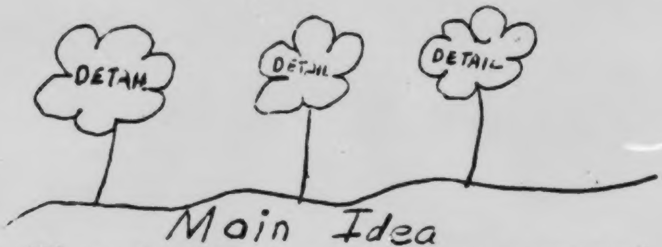
Sometimes you will find details that are not related to the main idea sentence; these minor details are related to the major details. (Major details are related to the main idea; minor details are related to the major details.)

I. Main Idea Sentence
    A. Major Detail Sentence
        1. Minor Detail Sentence
        2. Minor Detail Sentence
    B. Major Detail Sentence
        1. Minor Detail Sentence
        2. Minor Detail Sentence

In this packet you will learn how to make diagrams and outlines of paragraphs.

PART I

The first step to take when you are finding details in a paragraph is to find the main idea. The smaller ideas, or details, grow out of the main idea. Diagraming a paragraph is a good way to make a "picture" of smaller ideas growing out of a main idea.

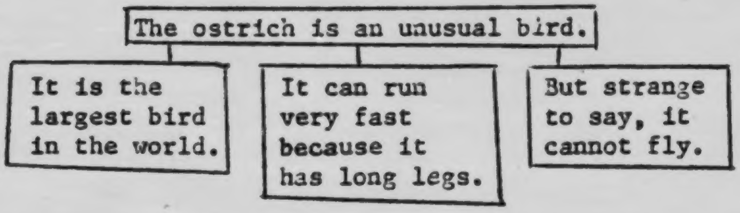


You will now be shown how to diagram a paragraph. Read the following paragraph and select the main idea.

> The ostrich is an unusual bird. It is the largest bird in the world. It can run very fast because it has long legs. But strange to say, it cannot fly.

You probably discovered the main idea in the first sentence: The ostrich is an unusual bird. Now look for the details which tell more about this main idea. The other three sentences in the paragraph all tell more about the ostrich being an unusual bird. Therefore, they are all details which are related to the main idea.

The block diagram on the following page is provided to help you picture the paragraph. You will notice that the details are listed as smaller units all attached to the main idea. This is because not all the sentences in a paragraph have the same value. The main idea is most important. The minor details are less important. Only the main idea is able to summarize what the whole paragraph is about.



The ostrich is an unusual bird.

It is the largest bird in the world.

It can run very fast because it has long legs.

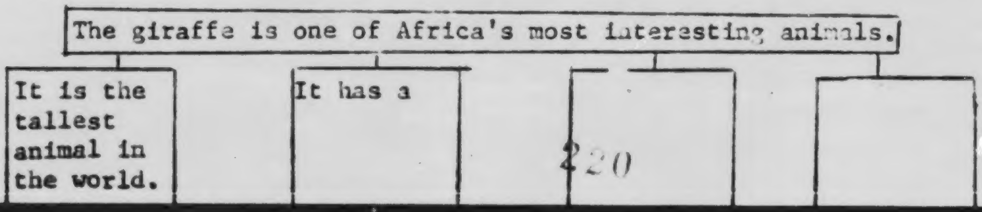
But strange to say, it cannot fly.

EXERCISE I

DIRECTIONS: On separate paper, make a block diagram of each of the following paragraphs. (First, read the paragraphs and find the main idea. You will put the main idea in a long rectangular box at the top. Secondly, pick out the details so that you will know how many boxes to draw from the main idea. Write each sentence which is a detail in blocks attached below the main idea.) The block form is shown for the first paragraph and is partly filled in. Copy it on your notebook paper and finish filling in.

PARAGRAPH 1

The giraffe is one of Africa's most interesting animals. It is the tallest animal in the world. It has a long neck that enables it to reach the leaves in trees to get its food. The giraffe has long legs which helps it to run quickly. The giraffe also stands up while it sleeps.



The giraffe is one of Africa's most interesting animals.

It is the tallest animal in the world.

It has a

PARAGRAPH 2

The abalone shell is beautiful and useful. Both the inside and outside of this shell can be polished to a lovely lustre. The shiny mother-of-pearl is found in this shell. People often make buttons as well as jewelry from the abalone shell.

PARAGRAPH 3

The giant clam has the largest shell. It often grows to be two or three feet in diameter. These shells have been known to weigh close to four hundred pounds.

PARAGRAPH 4

Water occurs in the three forms or states of matter. Under normal temperatures, water is a liquid. When it's heated, water becomes a gas called steam. When sufficiently cooled, water becomes a solid in the form of ice.

PART II

You've learned how to make diagrams of paragraphs in which you showed the main idea of each paragraph along with the details related to it.

The main idea and details to a paragraph can also be shown in an outline form. You probably are somewhat familiar with the form of an outline. A general outline form follows:

I (TOPIC
  A. (SUB-TOPIC OF TOPIC I)
  B. (SUB-TOPIC OF TOPIC I)
II. (TOPIC II)
  A. (SUB-TOPIC OF TOPIC II)
    1. (SUB-TOPIC OF "SUB-TOPIC A")
    2. (SUB-TOPIC OF "SUB-TOPIC A")
  B. (SUB-TOPIC OF TOPIC II)

Paragraph 1

Meteoroligists usually measure cloudiness by the amount of the sky which is covered by clouds. A sky which is covered in less than three-tenths of its area is said to be clear. A sky which is covered by eight-tenths or more is said to be cloudy.

Paragraph 2

Plants are one of the most important things in mankind's life. Plants provide food in the form of vegetables and fruits. Plants provide shelter in the form of building materials. Plants provide fibers for much of man's clothing. Plants also provide juices used in the production of man's medicines.

Paragraph 3

Meterologists have classified clouds into three basic classes according to altitude. A cirrus cloud is a high thin cloud that floats near the top of the troposphere. At a lower altitude, you find the cumulus clouds. The clouds in the lowest level of altitude are called stratus.

Paragraph 4

The helicopter can take off straight up. It can land straight down. It can hover in one spot. It can even fly backwards and sideways. The helicopter is perhaps the most verstile flying machine.

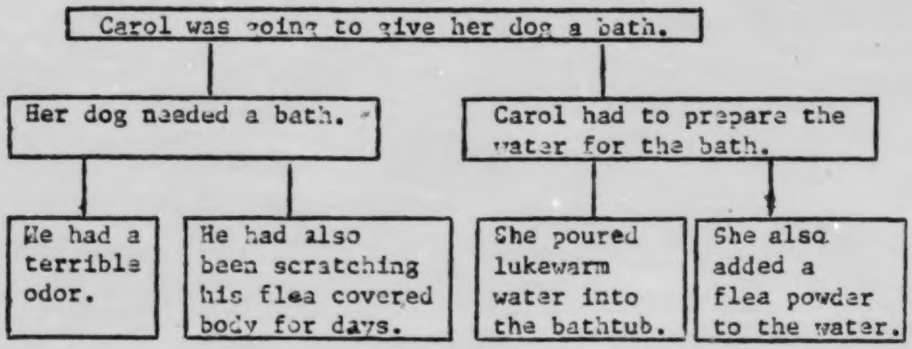
PART III

You have had much practice in selecting the main idea in a paragraph. You have also had practice in finding the details that tell about the main idea.

Sometimes you will find details that tell about another detail instead of the main idea. A detail which tells something about another detail can be called a minor detail. A detail which tells something about the main idea can be called a major detail. You will now be looking for minor details as well as major details.

A block diagram of a paragraph follows. Study this example.

> Carol was going to give her dog a bath. Her dog needed a bath. He had a terrible odor. He had also been scratching his flea covered body for days. Carol had to prepare the water for the bath. She poured lukewarm water into the bathtub. She also added a flea powder to the water.


Carol was going to give her dog a bath.
Her dog needed a bath.
Carol had to prepare the water for the bath.
He had a terrible odor.
He had also been scratching his flea covered body for days.
She poured lukewarm water into the bathtub.
She also added a flea powder to the water.

Now examine an outline of the same paragraph. Notice how the minor details are listed beneath the major details that they are related to.

I. Carol was going to give her dog a bath.
    A. Her dog needed a bath.
        1. He had a terrible odor.
        2. He had also been scratching his flea covered body for days.
    B. Carol had to prepare the water for the bath.
        1. She poured lukewarm water into the bathtub.
        2. She also added flea powder to the water.

EXERCISE 3

DIRECTIONS: Read each of the following paragraphs. Then on a separate sheet of paper, write the paragraphs in outline form. (Remember to find the main idea first. Then find the major details which should be listed under main idea. Minor details should be listed under the major detail to which they are related.) The outline form for the first paragraph follows it. Copy it on your paper and supply the sentences which form the outline.

Paragraph 1

Two of the common eye defects which can usually be corrected with glasses are myopia and hyperopia. Myopia is commonly called nearsightedness. A person with myopia can see close objects clearly. But distant objects appear fuzzy to hom. Hyperopia is commonly called farsightedness. Objects near a person with hyperopia appear fuzzy to him. On the other hand, he is able to see distant objects clearly.

I.
    A.
        1.
        2.
    B.
        1.
        2.

Paragraph 2

Literary prose can be divided into two types: nonfiction and fiction. Nofictional works are those whose main purpose is to convey information. Autobiographies, biographies, essays, and newspapers are forms of nonfiction. Fictional works deal with life as seen through the imagination of the author. Many people enjoy fictional writing. It often gives the reader a greater understanding of himself and the people around him.

Paragraph 3

Plants have a great influence on man's life. Some plants are beneficial to man. Man can eat plants. He can make clothes from fibers of plants. He also makes medicine from some plants. But other plants are harmful to man. There are bacteria which cause disease. Pollen grains cause hay fever. Some plants are even poisonous to eat.

Paragraph 4

In man's attempt to fly, he has designed many types of machines. One form he's tried to use could be called "lighter-than-air" machines. He has used balloons filled with helium which is a gas that's lighter than air. Using the same principle, he has also flown in dirigibles. Another method was to design "heavier-than-air" machines. The Wright brothers made the first engine powered, "heavier-than-air" flight in an airplane. Gliders and helicopters are also "heavier-than-air" forms of flying machines.

POST TEST

DIRECTIONS: Read each of the following paragraphs. Then on a separate sheet of paper, write the paragraphs in outline form.

Paragraph 1

There are many different types of fungi. One type of fungus is the mold that grows on old bread and fruit. The mildew you find on wet objects, such as a damp cloth, is a fungus. Mushrooms and puffballs are another kind of fungus.

Paragraph 2

Denmark is famous for many reasons. It is famous for its dairy products such as cheese. Beautiful porcelin, china, and furniture is made in Denmark and sold throughout the world. Denmark is also one of the first nations to develop an adult education program.

Paragraph 3

Most of the people who lived in the Middle Ages probably were unhappy. They worked hard for their lords who they feared. Many of them were sick because they did not have the right kinds of food or medical attention. They had little protection against thieves who might pounce upon them at any time.

Paragraph 4

The two main classes of seed plants are seed plants with cones and seed plants with flowers. The evergreens such as pine, spruce, fir, and cedar are members of the seed plants with cones cones class. These plants do not produce flowers. Their seeds are in their cones. All flowers, fruits, vegetables, grains, and grasses are members of the seed plants with flowers class. These plants have flowers which produce seeds. Their seeds can usually be found in pods, fruits, or nutshells.

HOW TO FOLLOW DIRECTIONS.

Following Directions II

Purpose: Student will examine some direction-following skills and practice them through exercises and games. Student will examine some terms used in test-taking, and student will learn words and skills to aid him in taking future examinations.

Objectives:

1. The students will learn the importance of reading directions slowly and carefully.
2. The student will familiarize himself with some of the vocabulary used on tests and with some basic rules of test-taking.
3. The student will practice direction-following and using test vocabulary.

Following Directions II

Pre-Test

Turn to What's the Word. If you can solve word puzzle #1 and word puzzle #2 with no errors you have passed the pre-test! You must do the games in class under your teacher's supervision. If you make even a small error--you'll know it because the puzzle's answer word will turn out wrong. if you have trouble, adk your teacher [illegible] help and then go on and do the rest of the packet.

2

Following Directions II

Many of us have trouble following even simple directions. Have you ever done poorly on a math test because you added when you should have subtracted? Have you ever had trouble putting together a "simple" child's toy? Have you ever had trouble opening a child-proof cap even after reading the directions?

The most important thing to remember when following directions is to read them slowly and carefully. We can't list all the directions you will have to follow in your lifetime on these pages, but perhaps we can give you some skills and practice exercises that will help you in all direction following.

What's the Word?-- On the next few pages are word games. Take the word you are given at the beginning and follow all directions carefully. If you're careful (and lucky!) you'll end up with a word which has something to do with the first word.

The word is PENCIL.
1. Write the word PENCIL.

2. Drop the fourth letter of the word. In its place add the letter which follows it by two in the alphabet.

3. Add the letter which immediately precedes S in the alphabet before the first letter of the word.

4. Drop the third vowel in the word, and in its place add the first letter of the alphabet.

5. Take the third letter in the word and place it immediately before the letter R.

6. Take the third vowel in the word and place it before the third letter of the word.
7. Drop the seventh letter in the word and in its place add the nineteenth letter of the alphabet.

8. Drop the fifth letter of the word.

9. Drop the fourth letter of the word and in its place add the letter which follows it by two in the alphabet.

10. Change the position of the fourth and sixth letters of the word so that the fourth letter becomes the sixth one and the sixth letter becomes the fourth.

Doesn't your pencil have one of these?

4

The word is THOMAS JEFFERSON.

1. Place the two words side by side as one word in the blank.

2. Drop the fourth letter of the word, and in its place add the letter which follows it in the alphabet.

3. Drop the second E in the word, and in its place add the lw letter which precedes it by two in the alphabet.

4. Drop the double consonant in the word and in its place add double T.

5. Drop the A and the E in the word. Add an i to take the place of each.

6. Take the first i in the word and place it after the first s, and take the second i in the word and place it after the second s.

7. Take the tenth letter of the word and place it before the first t.

8. Drop the third, the eighth, and the eleventh letters of the word.

9. Take the second letter of the word and place it after the first s.

10. Drop the second s in the word and in its place add the letter which follows it by two in the alphabet.

11. Change the positions of the eighth and ninth letters of the word so that the eighth letter becomes the ninth one and the ninth letter becomes the eighth one.

Did you know that may of Thomas Jefferson's ideas went into this document?

In the next few exercises, read the directions carefully and them answer the questions below them.

DIRECTIONS: The first person in the group starts off by naming anything that is geographical. It could be a city, state, country, river, lake or any proper geographical term. For example, the person might say "Boston". The second person has ten seconds to think of how the word ends and come up with another geographical term starting with that letter. The second participant might say "Norway" since he had to select a geographical term beginning with N. The third person would have to choose a word beginning with Y.. . If a person fails to think of a correct answer within the time limit, that player is out of the game. The last person to survive is the winner.

1. This game may help you with-
a. geography c. history
b. music d. sports

2. The person trying to answer needs--
a. no time limit c. not worry about last letters
b. [illegible], to know geography d. to know something about spelling and geography

3. Before you choose your own word, think about how--
a. the last word ends c. smart you are
b. the last word starts d. long the word is

4. The places must be--
a. in New York c. particular places
b. within the United States d. in the same region

6

DIRECTIONS: Get a large, clear print. One in color is most effective. You can use a picture of yourself or a picture of the person to whom you intend to send your home-made gift. If you don't have a picture that is large and interesting, you can always use one from a magazine. That is an inexpensive solution. Mount your picture on a thin piece of wood with a high quality cement. Draw a puzzle pattern with a thin-lined magic marker. Make the pieces sizeable and angular. They will be easier to cut out. Use a hand coping saw and work slowly and carefully. You might prefer to have someone at the local lumber yard cut it for you.

1. The article shows you how to--
a. make an interesting gift c. draw
b. use a saw d. confuse the receiver

2. When you draw the puzzle pattern, keep--
a. everything the same size c. everything the same shape
b. the cutting in mind d. the lines very thick

3. To solve the problem of obtaining a picture--
a. draw your own c. steal one
b. rip one from a library book d. use one from a magazine
v

4.
4. It is important to--
a. make the pieces circular c. use very heavy wood
b. cut one thousand small pieces d. get help if necessary

7

DIRECTIONS: Write the "magic number" 12345679. Number 8 is omitted. Tell a friend to choose any number from 1 to 9. He must tell you that number. Multiply that number in your head by nine. Write the result under the magic number. Let's say, for example, that your friend chooses number 4. Multiply it by 9 and put 36 under the 12345679. Then ask him to multiply 12345679 by 36. He won't beliwve it when he gets the answer. It will consist of only 4's, the number he chose.

1. These directions teach you--
a. how to count c. a multiplication trick
b. a division trick d. how to add

2. The "magic number" omits--
a. number 2 c. number 3
b. number 5 d. number 8

3. Your friend's number should always be--
a. multiplied by 9 c. multiplied by 6
b. multiplied by 5 d. multiplied by 3

4. The numbers in the answer will all be the same as--
a. your friend's number c. number 7
b. number 3 d. number 10

Taking Tests and Following Directions

One instance where it is extremely important to follow directions properly is when taking a test. So often we write one paragraph when we should have written two, or we circle the incorrect answers when we should have circled the correct ones. In order to follow directions carefully and do a good job on an examination we must understand what they want us to do. Consequently, we're doing to study some of the vocabulary and skills needed to take a test effectively.

1. Before the test, find out from the teacher the types of test it will be and what material will be covered on the test.

2. Learn the scoring rules. Will you be penalized for guessing or will you merely be graded on the number of correct answers?

3. Come on time the day of the test, and bring everything you will need--pen, paper, suggested materials, etc.

4. Follow all directions given by the teacher.

5. Read through the test quickly before starting to get an idea of what's on it and how long it will take you to complete. (This is especially important on a timed test.)

6. If it's an essay examination, outline your thoughts before writing.

7. Do the questions you are sure you know first, and then you can return to the more difficult ones.

8. Do not hurry. Work carefully.

9. Distribute your time so that you'll probably be able to finish all questions.

10. Write something for every question.

11. The teacher can't read your mind. Be sure you have clearly written exactly what you mean.

12. Make sure you've answered every question. Re-read your test to check for spelling errors, bad handwriting, incorrect punctuation and poor sentence structure.

Test Vocabulary--Here are some terms that sre seen frequently on examinations. You will use these most often on essay tests.

When the test say to--	You must show on your paper--
1. summarize	Main ideas and the whole idea. What happened?
2. compare	Two or more ideas showing differences and similarities
3. contrast	Two or more ideas showing differences
4. enumerate	A numbered list of items'
5. diagram	A picture or chart
6. justify	Proof of why
7. interpret	Telling why
8. explain	How and why
9. criticize	Your point of view with supporting arguments

Reading Tests

Directions: Match the following terms and definitions. Some of these were on the preceding page and some were not. If you become confused--you may use a dictionary.

1. list ________
2. define ________
3. comment ________
4. describe ________
5. criticize ________
6. analyze
7. enumerate ________
8. compare ______
9. summarize _____
10. explain ________
11. outline ______
12. justify ________
13. discuss ________
14. diagram ________
15. relate _______
16. prove ________
17. trace co________
18. contrast ________
19. evaluate ______
20. illustrate _______

a. estblish a connection
b. give an account of
c. examine for good and bad points
d. separathe subject into parts
e. determine worth
f. make plain
g. follow the development of
h. list
i. explain by comparison or example
j. explain, illustrate or criticize the meaning
k, give a series of names
l. demonstrate by evidance or test
m. give theme, main points and conclusion
n. tell briefly
o. defend a position
p. specify and classify
q. tell differences
r. tell differences and similarities
s. tell various sides of the subject
t. describe with pictures, graphs, etc.

Post Test

Part I--What's the Word?

The beginning word is PLEASURE.

1. Write the word.

2. Drop the vowel which follows the second vowel in the word.

3. Drop the third letter of the word. In its place, add the lett letterof the alphabet which comes before it.

4. Switch the positions of the third and fourth letters with each other.

5. Drop the second letter of the word, and in its place add the letter which follows it by two in the alphabet.

6. Place the last two letters of the word before the first letter of the word.

7. If the last letter of the word follows the first letter of the word in the alphabet, drop the last letter. If it does not follow it, double the last letter.

8. Place the ninth letter of the alphabet before the fourth letter of the word.

9. Drop the letter of the word which is the sixteenth letter of the aphabet, and in its place add the letter of the alphabet which follows the second letter of the word by two.

10. Take the third letter of the word and place it before the third vowel of the word.

11. Take the sixth and seventh letters of the word and place them after the first vowel of the word.

WhAT'S the new word? This can be a pleasure, can't it?

Post Test--Part II

Read the following directions and answer the questions about these directions.

DIRECTIONS: Face the back of the boat. Let the driver know that you are ready. The tips of your skis must be out of the water. Otherwise, you'll be heading down, not up. Have the tow rope right between the skis. If it is off to one side, balance is more difficult to maintain. Make sure you have both hands on the bar once the rope begins to tighten. The skis have to be parallel and average about a foot apart. Don't bend your elbows. You will tire too quickly. Just sit back and let the boat do the work. In a couple of seconds, you'll be up. Ride right behind the boat in the center of the wake. It's a little less bumpy there.

1. From these directions, you should be able to--

a. cross over the wake
b. get up on water skis
c. do tricks on water skis
d. start on one ski

2. It is best to ski--

a. off to one side of the boat
b. in cold, deep water
c. directly behind the boat
d. in warm, shallow water

3. Before you really get going, make sure--

a. the skis are parallel
b. the boat isn't too fast
c. the rope is tight
d. the skis are two feet apart

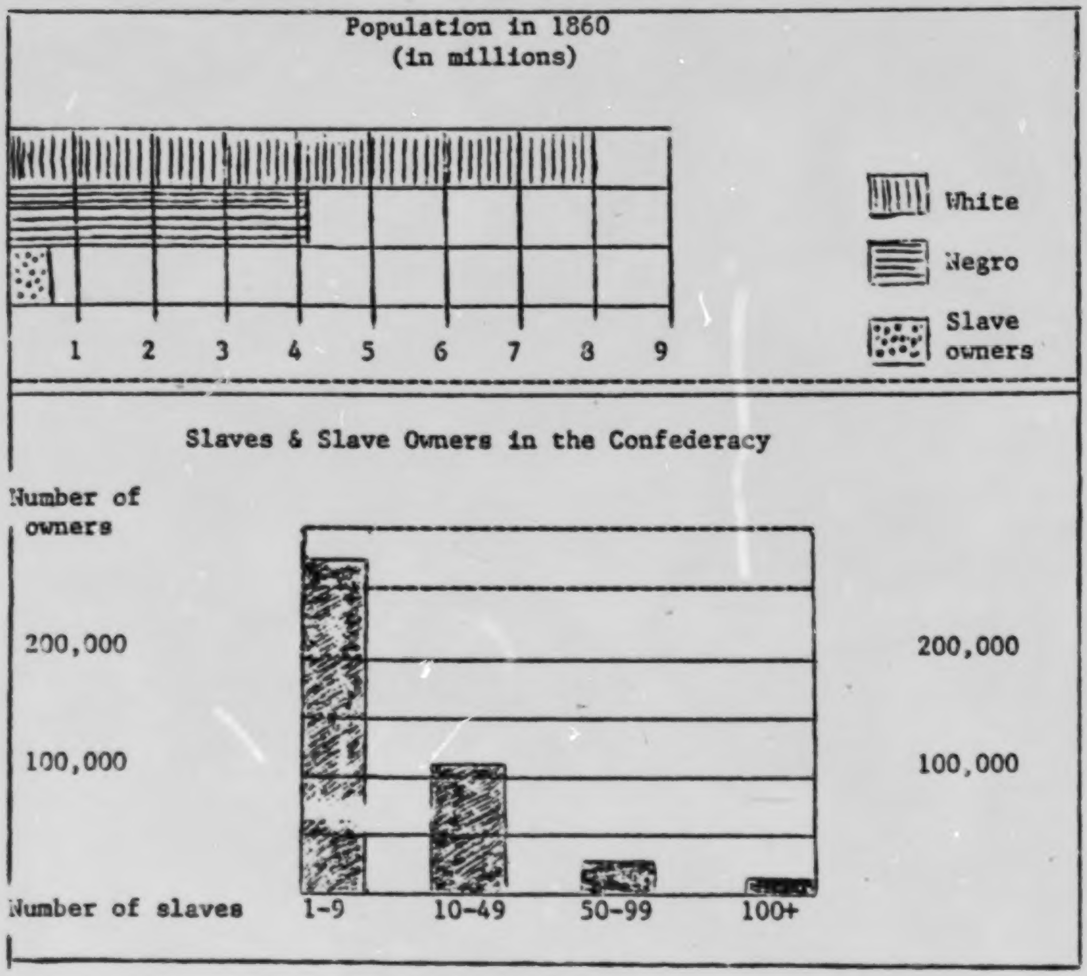
4. It is important to--

a. pull yourself up
b. lean forward
c. keep your elbows straight
d. keep the rope to the right

MAPS & GRAPHS

LEVEL II

In level 1, we looked at different kinds of maps and graphs. In this packet we are going to work with more complicated examples.



The graph above is really two graphs: one atop the other. Remember what are the three kinds of graphs? What kind is this? It is not a circle graph; it is not a line graph. It is a bar graph. Both parts are bar graphs. Even though the bars in the top part run horizontal (left and right) and the bars in the bottom part run vertical (up and down), they are thicker than mere lines and they are not shaped like a circle. They are bar graphs.

The top graph divides all the people in the United States in 1860 in to 3 groups: whites, blacks, and slaveowners. It does not say that all whites were slaveowners or that all slaveowners were white. It does not say that all blacks were slaves or that all slaves were black. What it does show is the number of people in each of the three groups. The bars run from the left side. On the right side are three boxes. Each box is the same as one of the bars. This tells you what group each bar stands for. By looking at how long the bar is, you can tell if the group that bar stands for has more people in it than any other group.

Look at the numbers at the bottom of the top graph. The longest bar (the top one) reaches from 1 all the way to 8. Does this mean that there are only 8 people in that group? No! Look at the title and the words beneath it. They say "Population...in millions." The 8 stands for 8 million.

It is easy to compare the bars to see which is longest and which is shortest. But that does you no good until you know what the bars stand for and how much they stand for.

Not only is it important to know what the graph tells you, it is important to know what the graph can not tell you. If I asked you how many whites there were in the U.S. in 1860, you could tell me from the graph. If I asked how many of the whites were slaveowners, could you tell me from what the graph shows? __________

If I asked how many blacks there were in the U.S. in 1860, could you tell me from the graph? __________

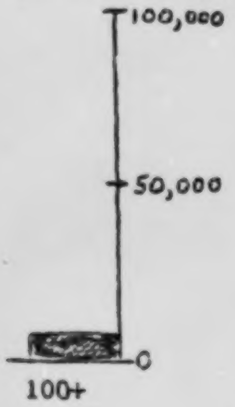
Does the graph tell you how many of the blacks were slaves? __________

The answers to the questions are : no, yes, no. How did you do?

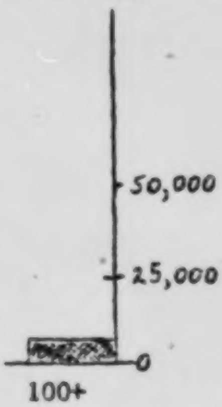
Look at the bottom part of the graph. It says "Slaves & Slave Owners" and shows 4 bars. The bottom of the graph tells that each bar stands for a number of slaves. The bar on the left, for example, stands for 1 to 9 slaves. The bar on the right stands for 100+ (100 or more) slaves.

Why is the bar that stands for the most slaves the shortest bar? Look at the left side of the graph. It says "Number of owners" and has 200,000 and 100,000 shown below it. The length/height of a bar shows how many owners owned a certain number of slaves. The bar that stands for the biggest number of slaves is also the shortest bar. It means that of all the slaveowners there were, very few owned more than 100 slaves.

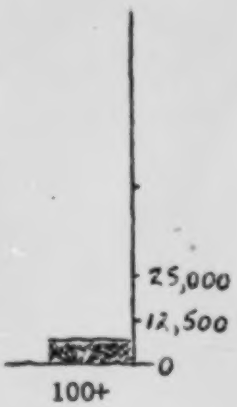
How many slaveowners owned 100+ slaves? The graph doesn't tell you exactly but you can figure it out. Here is how. Look at the nearest numbered line to the top of the 100+ bar. The number is 100,000. Between the 100,000 line and the bottom of the graph is another line not numbered. This line is halfway so it means half of 100,000 or 50,000. This line that we now know a number for is still too high above the bar to tell us how much the bar is. What now? Look at the steps below that use just the part of the graph we want to figure out.



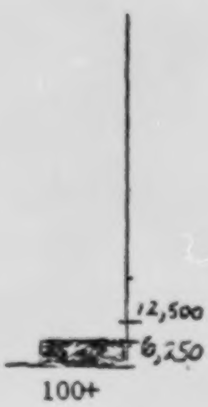
STEP A



STEP B



STEP C



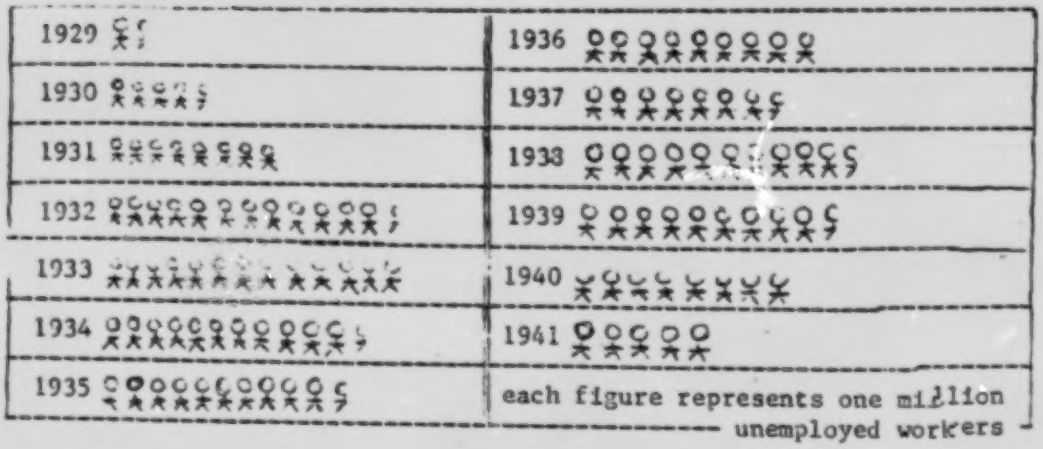
STEP D

Step A shows what we know so far: that the line halfway between the 100,000 line and the bottom line will be 50,000. In Step B, we guess where a line would be halfway between the new line we know (50,000) and the bottom. This line would be half of 50,000 or 25,000. This 25,000 line is still too high above the top of the bar to tell us what the bar stands for. We repeat our process, in Step C and Step D, of finding a line halfway between our known lines. Repeating this process, we finally have a line that touches the top of the bar (Step D). Now we know about how many slaveowners owned more than 100 slaves.

Of course, the number we came up with is not exact but it should be fairly accurate. If the graph had wanted to be more precise, it would have had more numbered lines. But now you know a way to dig out information that is not seen at first glance.

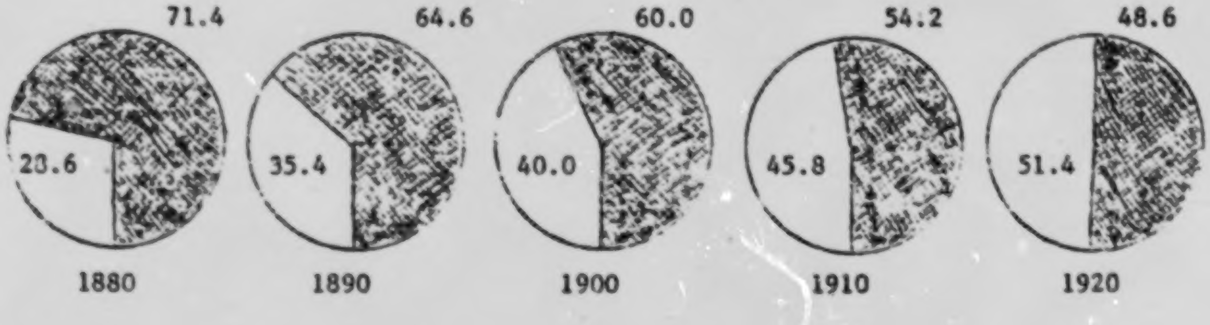
Some bar graphs, at first, do not look like bar graphs. This is because the bar may be in the form of other shapes. For example, look at this next graph.

Unemployment in the U.S.
1929-1941



Notice that in the Unemployment Graph, instead of bars, there are rows of stick people. Notice that some rows have only parts of stick people. Because the graph says that each stick person stands for one million unemployed workers, a part of a stick person stands for part of a million. We read this graph almost as we do a regular bar graph. For example, for the year 1939, we count how many stick figures there are. How many do you count? _____ whole ones plus part of one. So it means that in 1939, there were more than _____ million but less than _____ million workers out of work. With this kind of graph, we can not be more exact than to say 9½ million.

Bar graphs may not always use solid bars but they will always have either solid bars or rows or columns of shapes which you read just as you read the bars. Circle graphs will always be circles but sometimes there may be more than one circle. For example:

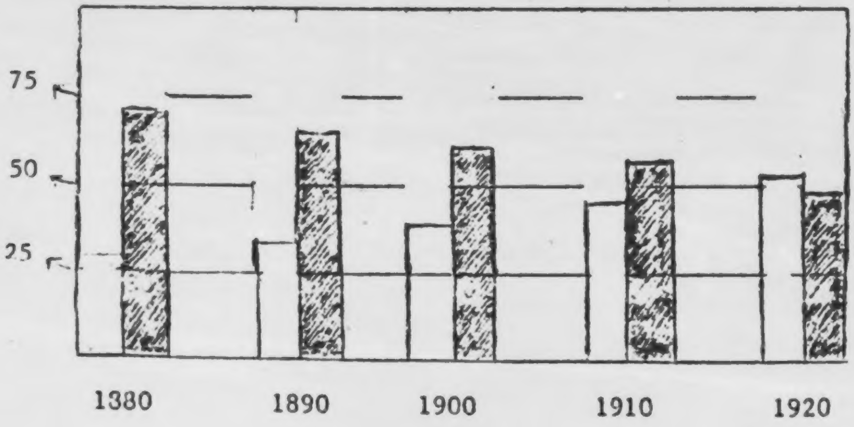


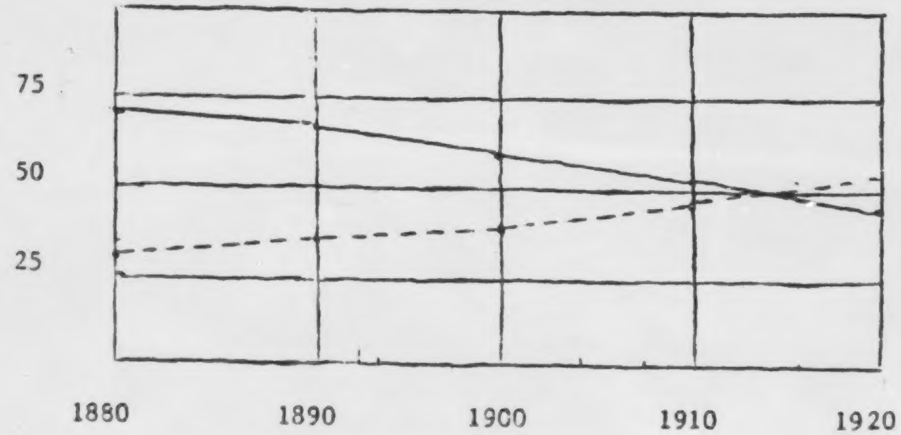
Increase in Urban Population: 1880 to 1920

Urban □
Rural ▨

Each whole circle stands for the total number of people (population) in the U.S. for the year shown beneath the circle. Each circle shows the percent of the people that year who lived in cities (urban population) and the percent of the people that year who lived in the country (rural population.) The squares at the bottom right show you that the shaded part of any circle stands for rural and that the clear part stands for urban. Any one circle by itself is a graph. All the circles together show how population has shifted from being mostly in the country in 1880 to being about half country and half city by 1920. A guess you might make from this information is that in the years after 1920, there would be more people in cities than in the country.

The information shown on any one kind of graph can often be shown on any other kind of graph. The information shown on the circle graphs we just looked at, for example, could easily be shown on a bar graph or a line graph, as below.





The circles, the bars, the lines on the graphs on pages 5 and 6 all show the same information. How does a graph maker choose one kind of graph over any other? A graph maker chooses the kind of graph that will most clearly show the information. In the case of the population graphs, the information is not how population grew each year or even what the population was in numbers. What was wanted to be shown was how the population changed each year from country to city. The graph maker seems to believe that circle graphs show this most clearly.

All of the graphs we have looked at have been taken from text books used in this school. Many of the subjects you are in or will take will use graphs. Even though graphs may seem confusing at first, they are meant to compare and show information in ways that you can see more easily than in regular sentence form. For example, the population changes shown on the circle graphs were meant to be more easily understood than if they were shown you in a list like this:

In 1880, the U.S. population was 71.4% rural and 28.6% urban; a decade later it was 64.6% rural and 35.4% urban. By 1900, the U.S. population was 60% rural and 40% urban and a decade later it had changed to 54.2% rural and 45.8% urban; by 1920, urban population surpassed rural 51.4% to 48.6%.

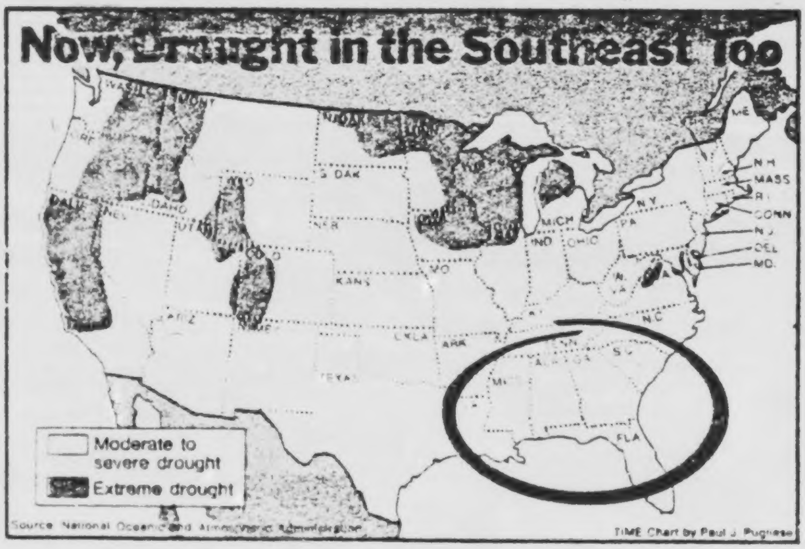
Perhaps from the above example compared to the circle graph, you can see how much harder it is to understand some information when it is not shown you in graph form. Graphs may seem a little difficult but the information they show can be even more difficult without the graph.

Graphs are important, not just as a part of classwork but as a tool to help you understand the world around you. Businesses use graphs to show sales. Governments use graphs to show budgets. Scientists, teachers, doctors use graphs. Even behavior can be graphed. You can use graphs to manage your income; to see exactly where your money goes. You could use graphs to show behavior changes such as losing or gaining weight, cutting down on smoking, scheduling your time.

In themselves, graphs are as useless as any other tool. How you choose to get to know them and use them results in how you can compare information in new ways to learn more about yourself and the rest of the world. This knowledge can be true wealth.

In an earlier packet, we talked about some basic parts of maps: Compass (North, South, East, West); Legend (what signs and symbols on the maps stand for) and Key (what kinds of maps - political maps, showing borders and graphic relief maps showing land shapes.). Now we are going to work some of those same kinds of maps and some new ones. You may want first to take a few minutes to review the earlier packet on maps and also look again at the packet on globes - especially the part on latitude and longitude.

O.K.? Let's go. Look at this map from Time magazine, July 11, 1977.


Now, Drought in the Southeast Too
MONT
S. DAK
NEB
KANS
MO
IDAHO
ARIZ
OKLA
ARK
TEXAS
MICH
IND
OHIO
N.Y.
PA
VA
N.C.
TENN
ALA
GA
S.C.
MISS
FLA
ME
N.H.
MASS
R.I.
CONN
N.J.
DEL
MD.
Moderate to severe drought
Extreme drought

Source: National Oceanic and Atmospheric Administration

TIME Chart by Paul J. Pugliese

This kind of map is not really a political map, although it shows borders. It is not a graphic-relief map because it does not show landforms, (valleys, mountains, deserts, and so on). It is a specialized map. What it shows is what parts of the U.S. are suffering from drought, or lack of rain. It shows borders so we can tell one state from another but it doesn't show counties or cities because that information is not necessary for what this map shows. It doesn't show a compass. How do we know which direction is North, South and so on? Right - when a compass is not shown, w we assume North is toward the top, South is toward the bottom, East is toward the right, West is toward the left.

The map does not give latitude and longitude lines. All it means to show is, in the simplest way it can, what parts of the U. S. are having drought. It does this by giving the outlines of the states and saves room by abbreviating the names of the states. It uses different shadings to show more serious drought from less serious drought. The simple legend tells us which shading means which amount of drought. What about the unshaded parts? We must assume, because the map doesn't say anything else, that the unshaded parts are not having drought. The title of the map is the key - - it tells us what the map will show. Study the map and answer these questions.

1. What 4 northwestern states are having extreme drought?______________

   ____

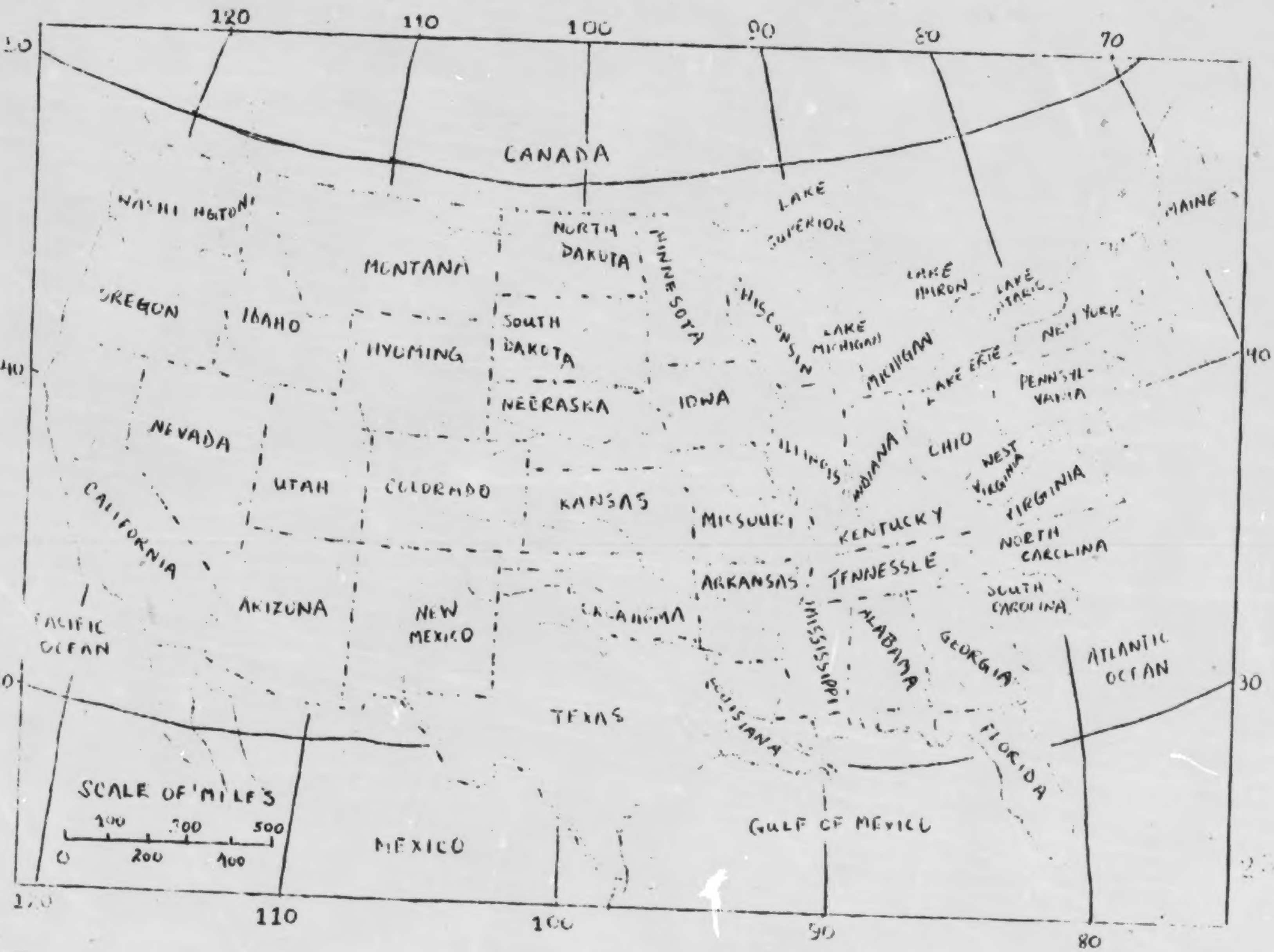
2. What southwestern state is not having extreme drought but only moderate drought?____

3. Only six states are having no drought at all in any part. What are their names?____

   ____

4. There is only one state that is completely in extreme draught. Which state?____

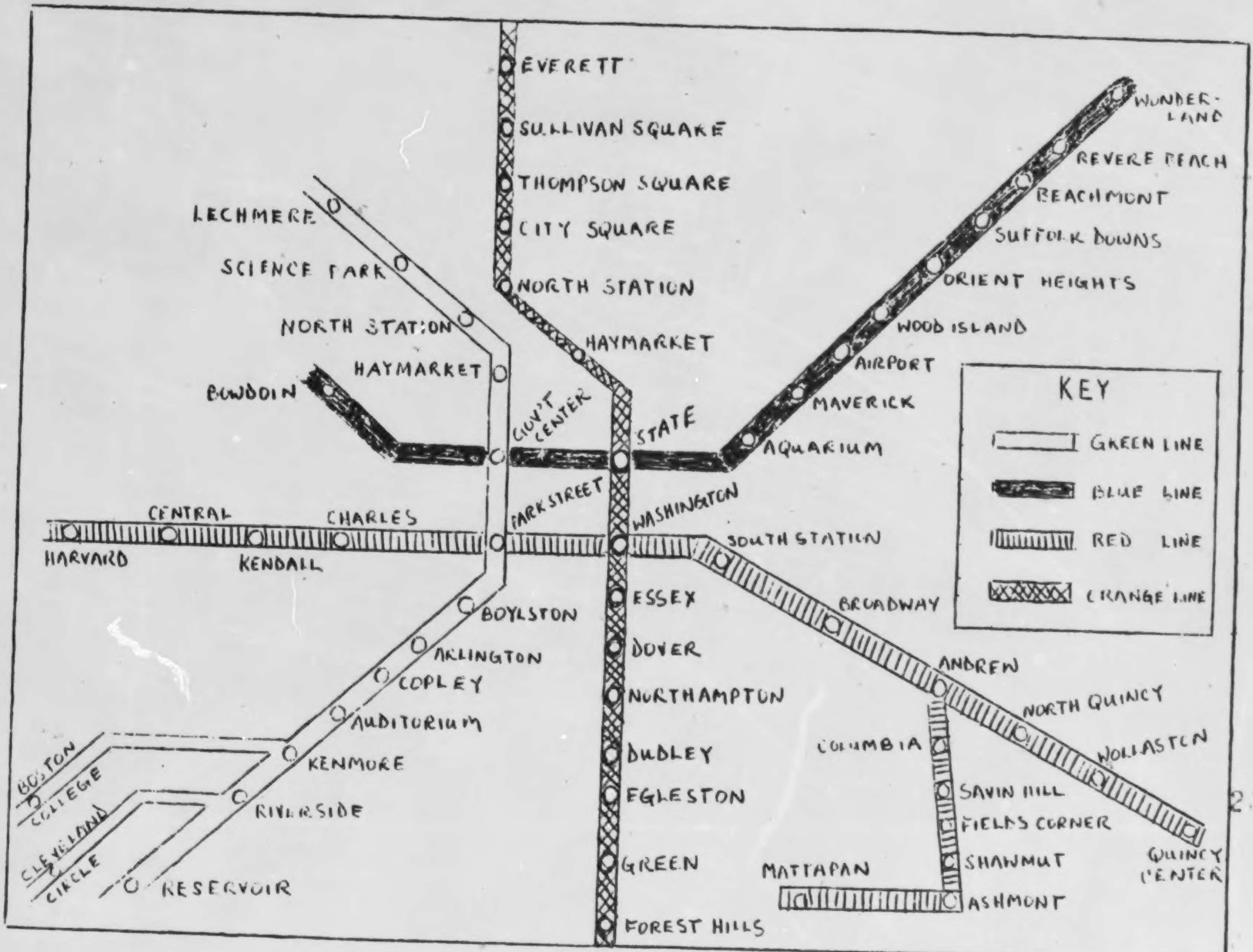
MAP OF THE UNITED STATES


120
110
100
90
80
70
50
40
30
CANADA
WASHINGTON
MONTANA
NORTH DAKOTA
MINNESOTA
LAKE SUPERIOR
MAINE
OREGON
IDAHO
WYOMING
SOUTH DAKOTA
WISCONSIN
LAKE MICHIGAN
LAKE HURON
LAKE ONTARIO
NEW YORK
MICHIGAN
LAKE ERIE
PENNSYLVANIA
NEVADA
NEBRASKA
IOWA
ILLINOIS
INDIANA
OHIO
WEST VIRGINIA
UTAH
COLORADO
KANSAS
MISSOURI
KENTUCKY
VIRGINIA
CALIFORNIA
NORTH CAROLINA
TENNESSEE
ARKANSAS
SOUTH CAROLINA
ARIZONA
NEW MEXICO
OKLAHOMA
MISSISSIPPI
ALABAMA
GEORGIA
PACIFIC OCEAN
ATLANTIC OCEAN
TEXAS
LOUISIANA
FLORIDA
SCALE OF MILES
100
300
500
0
200
400
MEXICO
GULF OF MEXICO
120
110
100
90
80

The map on the previous page is a political map of the United States. It shows the boundaries between the different states. It shows the borders between the U. S. and Canada and Mexico. It shows the bodies of water outside and within the U.S. It shows major rivers but not their names. It shows latitude and longitude lines. (The latitude lines are all north latitude; the longitude lines are all west longitude). Study it. Then answer these questions.

1. What water is east of Florida?____________________________
2. What water is west of Michigan?____________________________
3. What water is west of California?___________________________
4. What water is north of Ohio?_____________________________
5. What state is south of North Carolina?________________________
6. What state is east of North Dakota?__________________________
7. South Dakota is north of Nebraska; why then do you think it is called South Dakota?______________________________________

   ____
8. Is the state of West Virginia really west of the State of Virginia?______
9. What water is south of Louisiana?___________________________
10. What water is east of Texas?______________________________
11. What is southwest of Texas?______________________________
12. What is the distance from the northeast corner of Wyoming to the southeast corner of Kansas?______________________________
13. How many miles long is the western side of Idaho?_______________
14. How many miles long is the eastern side of Idaho?_______________
15. If you were at 42 Lat / 85 Long., in what state would you be?_________
16. If you wanted to go from 30 Lat / 80 Long. to 40 Lat / 70 Long., would you need a car or a boat?______________________________


EVERETT
SULLIVAN SQUARE
THOMPSON SQUARE
CITY SQUARE
NORTH STATION
HAYMARKET
STATE
WASHINGTON
ESSEX
DOVER
NORTHAMPTON
DUDLEY
EGLESTON
GREEN
FOREST HILLS
LECHMERE
SCIENCE PARK
NORTH STATION
HAYMARKET
GOV'T CENTER
PARK STREET
BOYLSTON
ARLINGTON
COPLEY
AUDITORIUM
KENMORE
RIVERSIDE
RESERVOIR
BOSTON COLLEGE
CLEVELAND CIRCLE
BOWDOIN
HARVARD
CENTRAL
KENDALL
CHARLES
SOUTH STATION
BROADWAY
ANDREW
COLUMBIA
SAVIN HILL
FIELDS CORNER
SHAWMUT
ASHMONT
MATTAPAN
NORTH QUINCY
WOLLASTON
QUINCY CENTER
AQUARIUM
MAVERICK
AIRPORT
WOOD ISLAND
ORIENT HEIGHTS
SUFFOLK DOWNS
BEACHMONT
REVERE BEACH
WONDERLAND
KEY
GREEN LINE
BLUE LINE
RED LINE
ORANGE LINE

On the page before this is a specialized map called a TRANSIT MAP. The word TRANSIT comes from two old Latin words that mean "to go across". A transit map shows the routes (or paths) of a bus, a trolley, a subway, or a train. Most large cities have some kind of public transportation system, such as buses or subways. To use public transportation, a person often has to transfer - - to get off the bus or subway at some point and then get on another one in order to get to the right place.

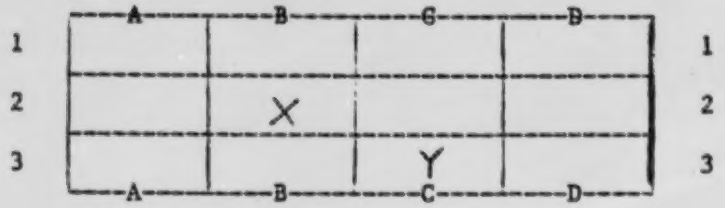
Study the map. Notice there are 4 main routes shown. The main route that goes to the bottom left splits or branches into two more very short routes. The main route that goes to the bottom right splits into another route. The box on the right hand side of the maps gives the names for the 4 main routes. The stops that a bus or subway makes along any of the routes are shown by dots. Each dot has a name (perhaps the name of a street or station.) Now answer these questions.

1. Draw the symbol used for the Blue Line.______________________________
2. Draw the symbol used for the Orange Line.______________________________
3. If you get on the Red Line at Park Street, how many stops is it to Harvard?________________
4. What is the name of the station just before Harvard?__________________
5. You are at the Part Street Station. Which line do you take to get to Boston College?____________________ Which line takes you to North Quincy?____________________
6. You are at Harvard on the Red Line. You want to go to Wonderland (end of the Blue Line); how do you get there? You get there by taking the Red Line from Harvard to Park Street; transfer at Part Street to the Green Line; take the Green Line one stop to Government Center where you catch the Blue Line that will take you to Wonderland. Now you are at Wonderland and want to go to Forest Hills, on the Orange Line. Where do you transfer?______________________________
7. Tell how you would get from Broadway (Red Line) to Science Park (Green Line).____

____

A transit map is a specialized map that is neither political nor graphic-relief. Another kind of specialized map is a road map. A road map may be of just a city area, such as a street map of Greater Lansing. ("Greater" means it shows not only Lansing but surrounding areas such as East Lansing, Holt, Grand Ledge, and so on.) A road map may be of a county and so perhaps many cities. A road map may be of a state and so show many counties and cities. A road map may be of a part of a country, such as the Southwestern United States, or a road map may be of a whole country. A book of maps is called an atlas. A book of road maps is called a road atlas.

Just about all road maps will be laid out in a grid. This means that the whole map will be covered by a big square made up of little squares.

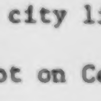


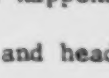
Above is a sample of a grid. (A grid can have any number of squares down and across; the little squares can be of any size as long as they are all the same size.) The reason for a grid is to help you find a place on the map. The map may be of streets in a city or it may be of roads in an area bigger than a city. Either way the map will have many lines on it and it might take you a long hard time to find a place. The mapmaker makes a list of all the street names, place names, shown on the map. The list is alphabetical. After each name will be a grid number and letter. By finding the name of the place you want to locate, and then using the grid letter and number, you can narrow your search to just one square. For example, the X on the grid above is in square B-2. There is only one square B-2. The square to the left of the X is A-2. The square to the right is C-2. Where is the Y located; what is the name of its square? __________

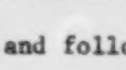
One way to use a road or street map is to find the name of what you are looking for in the alphabetical list, notice the letter and number that appear with the name, and then find that square on the map. The letter and number are used to locate places just as latitude and longitude are used. When we use two lines together like this to find a place, we call those kinds of lines COORDINATES (ko OR din uts). Latitude and longitude lines can be used as coordinates; so can numbered and lettered lines be so used.

A road map is not a political map but it will show borders of cities, counties, states, or countries. A road map is not a graphic-relief map but it will often show rivers, lakes and mountains. Why? If you are planning a trip, you may want to know ahead of time about bridges that may be slippery; you may want to know about places where you can swim; you may want to know about hills and steep roads that can strain your car's engine and brakes.

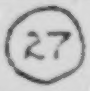
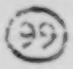
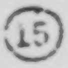
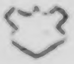
Most importantly, a road map show roads but as you look at road maps, as we will in a moment, you will see a swarm of lines standing for roads. These road lines may be of different thicknesses and may have different symbols on them. Any road map should have a key or legend to explain its symbols. Generally, the thicker the line, the better or bigger the road. You may be confused at first by all the numbers you see on the map, especially if it is of an area bigger than a city. These are not grid numbers we are talking about now. There may be 3 kinds of numbers, like these:

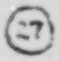
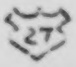




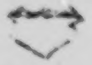
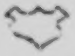
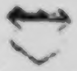


Here is what the numbered signs mean and how they came to be. Within a city, every street has a name, like Cedar Street in Lansing. (Yes, some cities use numbers to name their streets, too.) Many city streets run beyond the city limits. What happens to the street's name then? For example, if you got on Cedar Street and headed north and followed it without getting off onto another, you could take it all the way into Canada. Of course, it isn't called Cedar Street all the way.

Within a city, giving a street a name was an easy way to locate places, to give and to receive directions. But within a state, the roads that ran between cities were less confusing by being given numbers instead of names. This sign  shows that the road numbered is a state road or highway. Suppose one city called a street Smith Street and that same street ran to another city where it was called Jones Street. That would be confusing. Giving numbers to roads that ran between or through several cities lessened the confusion. The next problem was with roads that ran between states. Suppose Michigan numbered a road as , or M-99. That same road runs into Ohio but in Ohio it is called , or O-15. Someone came up with this sign  to solve the problem and for awhile it worked.

The same piece of road might have 3 different titles. Within a city, the piece of road might have a name such as Cedar Street in Lansing. That piece of road might also have a state number such as  or M-27. That same piece of road might even have a national number  or US 27.

Another problem arose. All roads passed through cities. You might be able to make good time driving outside the city but inside you were slowed. The first roads were two lanes. As more and more people were born and more and more drivers used the roads, traffic became worse in and out of cities. Accidents increased as did driving time. Roads were widened in many places to 3 and 4 lanes but traffic problems continued and in many places the roads could not be widened because of buildings, rivers, mountains.

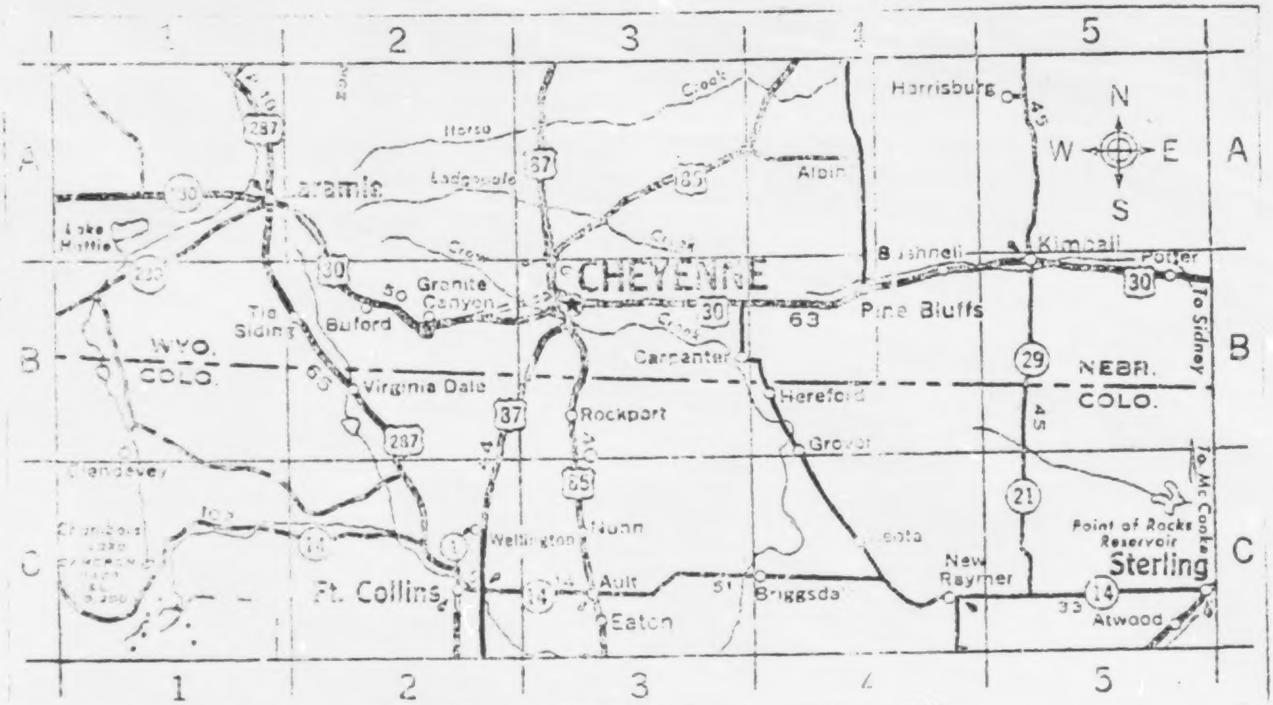
In the 1950s the U.S. government began building a national system of Interstate Defense Highways. This construction is still going on. It is meant to provide a system of roads that will meet civilian and defense needs for clear, speedy routes from just about any part of our country to another. In some places, existing roads were widened and improved. In other places, new roads were built, often alongside old ones. From this, we get our present divided highways and the sign for these highways:  . Notice that this sign is similar to the other U.S. sign,  . In order to tell the difference between the new, superhighways and the old, U.S. highways, the new sign  is used. When using letters and numbers rather than signs, an old U.S. highway is called U.S., as in US-27. The new highways are called I, as in I-96. The I stands for interstate (between states.)

The interstate highways avoided the problems and slowness of city traffic by not going through cities. Instead, they bypassed (went around) the cities. Some earlier roads had tried bypassing cities, too. For instance, you could drive on a road up to a city and then have a choice of staying on the main road which swung around the city or you could take a branch called a business route through the city, and rejoin the main road on the other side of the city. This could not be done in all cities. Many were so large, it would take as long to go around them as through them. Some cities tried to build highways within the cities. These highways were built with limited access (most streets passed under or over them and there were only a few entrances and exits for the highway itself). These came to be called freeways, expressways, and other names. They let drivers pass quickly from one part of town to another.

With the coming of the superhighways, the freeways within a city connected nicely with the many-laned, fast-moving highways passing around the cities. Lansing, for example, has a freeway running east and west through it. Across the state of Michigan, a superhighway (I-96) runs from Detroit northwest to Muskegon. About halfway between Detroit and Muskegon is Lansing. I-96 does not run through Lansing but curves around it. However, a branch of I-96 splits from the main highway and connects with the freeway inside Lansing. This branch is called I-496.

Many maps, especially road maps, often have insets (or inserts) which are maps within a map. For example, a map of the U.S. may show only 48 of the 50 states on the whole map. Somewhere to the top or bottom may be a little box or inset that shows the other 2 states (Alaska and Hawaii) because in the real earth's surface, those 2 states are so far from the other mainland states. Insets are often used in road maps to show a certain section in large detail. A road map of Michigan might have insets of some of the bigger cities, such as Detroit, to show the city's main streets instead of showing the city only as a dot on the whole map.

Now that you have received information about road maps, let's put it to work. Study the piece of a road map below. Answer the questions on the next page by using the map.


1
2
3
4
5
A
B
C
N
W
E
S
Laramie
Lake Hattie
Tie Siding
Buford
Granite Canyon
CHEYENNE
Pine Bluffs
Albin
Harrisburg
Bushnell
Kimball
Potter
To Sidney
WYO.
COLO.
NEBR.
COLO.
Carpenter
Hereford
Grover
Virginia Dale
Rockport
Glendevey
Wellington
Nunn
Ault
Eaton
Ft. Collins
Briggsdale
New Raymer
Point of Rocks Reservoir
Sterling
Atwood
To Mc Cook
287
30
85
87
63
29
21
14
45

KEY

WYO. = Wyoming
COLO. = Colorado
NEBR. = Nebraska

– – —— – – = state border
small print = small city
big print = big city

1. Here is a list of places that are shown on the road map. Use the coordinates (the letter and number) after each name to find the places on the map. As you find each place, circle it on the map.

CHEYENNE	B-3	GRANITE CANYON	B-2	LARAMIE	A-1
CHAMBERS LAKE	C-1	HARRISBURG	A-5		
POINT OF ROCKS RESERVE	C-5				

2. Kimball is at B-5 . You want to drive from Cheyenne to Kimball.
   a) What route (name and number of road) would you take?__________
   b) In which direction would you travel?__________
   c) What towns would you go through?__________
   d) What state do you start in?__________
   e) What state do you end in?__________
3. What route would you take to drive from Laramie (A-1) to Ft. Collins (C-2)?__________
4. You want to travel from Briggsdale (C-4) to Cheyenne (B-3).
   a) On what routes would you travel?__________
   b) On which route would you start?__________
   c) In which direction would you go?__________
   d) Which route would you turn onto?__________
   e) At what town would you make the turn?__________
   f) Would you turn right or left?__________
   g) Then in which direction would you be going?__________
5. Two U.S. routes pass over Lodgepole Creek (A-2, A-3). Name those routes.__________
6. a) What city on the map is a capital?__________
   b) What state is it the capital of?__________
   c) What are its grid coordinates?__________

WEBSTERS WORLD DICTIONARY

THE DICTIONARY

PRE-TEST

Part 1: Directions: Arrange the following words in alphabetical order.

1. airplane
2. basket
3. Africa
4. always
5. benefit
6. beautiful
7. busy
8. another
9. blubber
10. buzz
11. alfalfa
12. Axtec

1.________________
2.________________
3.________________
4.________________
5.________________
6.________________
7.________________
8.________________
9.________________
10.________________
11.________________
12.________________

Part 2 Directions: Underline the correctly spelled word in each pair.

1. similar similiar
2. finaly finally
3. peacable peaceable
4. makeing making
5. height heighth
6. lenght length
7. privilege priviledge
8. receive recieve
9. coming comeing
10. beleive believe

Part 3 - Directions: Divide each of the following words into syllables.
Example: dictionary dic tion ar y

1. express ____________________
2. arrange ____________________
3. develop ____________________
4. remember ____________________
5. happiness ____________________
6. elegant ____________________
7. community ____________________
8. biology ____________________

THE DICTIONARY

PURPOSE

The purpose of this packet is to teach you the kinds of information in a dictionary and the method in which it is presented, and to provide you with practice so that you can easily and effectively use a dictionary.

OBJECTIVE

The student will use dictionary skills in prescribed exercises

INTRODUCTION

In this packet you will study:

1. the kind of dictionaries
2. the content and arrangement of dictionaries
3. the organization of dictionaries
4. guide words in dictionaries
5. spelling, capitalization, and syllabication as found in the dictionary.
6. pronunciation guides found in dictionaries
7. parts of speech and etymology abbreviations used in dictionaries.
8. the methods of definition used in dictionaries
9. synonyms and antonyms presented in dictionaries
10. restrictive labels used in dictionaries

PART I

KINDS OF DICTIONARIES

There are many kinds of dictionaries--dictionaries of scientific terms, dictionaries of foreign languages, dictionaries of synonyms and antonyms. But there are two main kinds of dictionaries with which you should be acquainted: The huge *unabridged dictionary* and the "college size" *abridged dictionary*.

UNABRIDGED DICTIONARIES

The word "Unabridged" means complete. Unabridged dictionaries are the largest kind--those having over 300,000 words.

An unabridged dictionary contains entries for about three times as many words as an abridged dictionary, and the entries usually have more detailed information to distinquish finer shades of meaning. Unabridged dictionaries also often contain lists of foreign words and phrases, geographic names, famous persons, and characters in literature.

The best known unabridged dictionaries are:

Websters Third New International Dictionary, G. & C. Merriam Company, Springfield, Massichusetts.

Funk and Wagnalls New Standard Dictionary of the English Language, Funk and Wagnals, New York, New York.

The Random House Dictionary of the English Language, Random House, New York, New York.

ABRIDGED DICTIONARIES

The most practical dictionary for student use is the abridged dictionary, referred to as a "college" or "desk" dictionary. This kind of dictionary usually contains between 80,000 and 150,000 words.

Much the same range of information as in the unabridged dictionary is found in the abridged version--geographic terms, names of famous people. But the entries are less extensive and some of the less important words and names are not included.

These are some of the well known abridged dictionaries:

American College Dictionary, Random House, New York, New York.

American Heritage Dictionary of the English Language, American Heritage Publishing Co., New York, and Houghton Mifflin Co., Boston.

Funk and Wagnalls Standard College Dictionary, text edition, Harcourt Brace Jovanovich, Inc., New York, New York.

Thorndike-Barnhart Comprehensive Dictionary, Scott Foresman and Company, Chicago, Illinois.

Webster's New World Dictionary of the American Language, College Edition, World Publishing Company, Cleveland, Ohio.

Webster's Seventh New Collegiate Dictionary, G. & C. Merriam Company, Springfield, Massachusetts.

PART II

CONTENT AND ARRANGEMENT

The most common use of a dictionary is to find the spelling and meaning of words. But a dictionary provides much more information. This exercise is to help you become familiar with your dictionary.

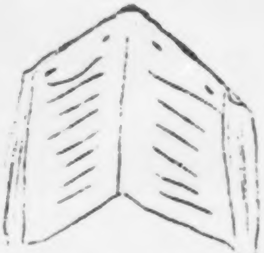
EXERCISE

Using a dictionary, write the answer to the following questions on a sheet of notebook paper. Remember to use your table of contents. You may find it helpful

1. What is the title of your dictionary?
2. Who published it?
3. What is the copyright date?
4. On what page is the table of contents?
5. Where is the key to pronunciation?
6. Is there a brief pronunciation key on every page or on every other page?
7. What page do the explanatory notes on pronunciation begin on?
8. On what page does the introductory article describing the dictionary begin?
9. On what page are proofreaders' marks found?
10. Is there a list of biographical names in your dictionary? If so, on what page does it begin?
11. Are there guides to spelling, punctuation, and capitalization in your dictionary? If so, on what page do they begin?
12. On what page are abbreviations such as C.O.D., G.O.P., and Y.M.C.A. explained in your dictionary?

PART III

ORGANIZATION



Words are listed in alphabetical order in a dictionary; words will be found in the order of the letters of the alphabet, A, B, C, etc.

EXERCISE A:

A list of 10 words follows. On a piece of notebook paper, alphabetize them by the first letter.

EXAMPLE:	cat	ALPHABETIZED:	bear
	dog		cat
	bear		dog

1. school
2. basket
3. paper
4. ink
5. apple
6. novel
7. teacher
8. director
9. class
10. library

EXERCISE B:

On a piece of notebook paper, alphabetize these words by the first two letters.

EXAMPLE:	bit	ALPHABETIZED:	bat
	bet		bet
	bat		bit

Exercise B Cont.

1.corn

2.fruit

3.grass

4.tomatoes

5.sweet

6. fig

7. acorn

8. cranberry

9. tender

10. gun

11. turnip

12. bowl

13. cherry

14. banana

15. apricot

Exercise C:

Alphabetize these words by the first three letters.

1. twice

2. twenty

3. bell

4. began

5. apple

6. gravy

7. greed

8. below

9. apricot

10. twelve

11. angel

12. ace

13. been

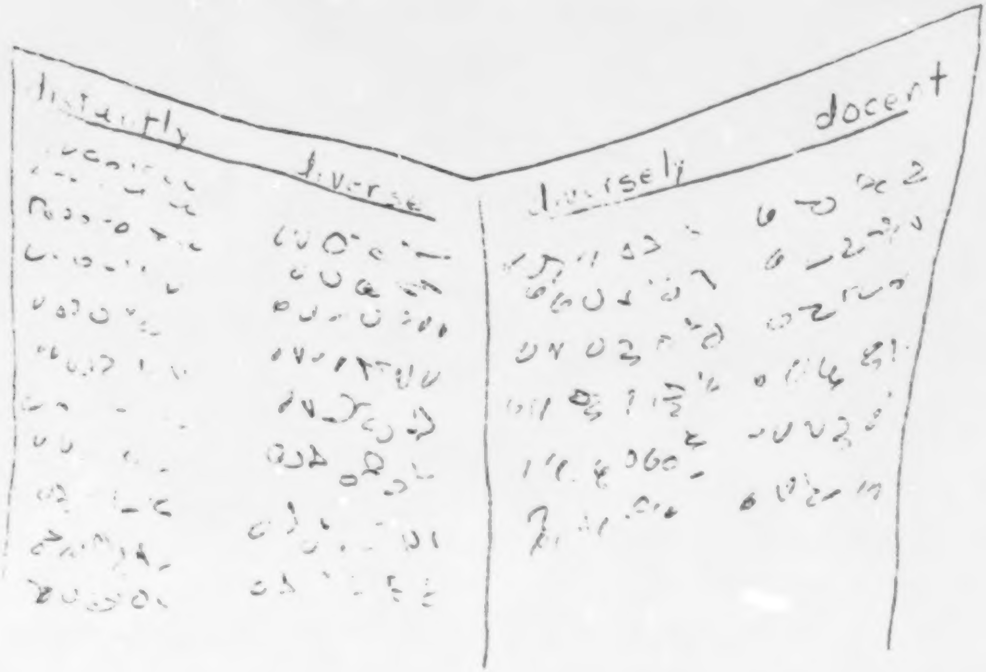
14. two

15. glove

PART IV

GUIDE WORDS

On every page in a dictionary you will find a word printed in dark type in the upper left hand corner and the upper right hand corner. These words are called the guide words. They are the first and last words on a page and are written at the top of the page to help you locate words. You can quickly look at the guide words and know that any word which comes between them alphabetically will be on that page.'



What are the guide words on this sarple dictionary page?

EXERCISE:

Following are guide words found on pages 90-94 of a widely used dictionary.

Page 90	blaze-blink
Page 91	blinker-blood pressure
Page 92	blood red-blue
Page 93	blue-board
Page 94	board-boggle

Number a sheet of notebook paper 1-15. Next to the corresponding number of the word, write the page on which that word would be found.

1. boast
2. boar
3. blotter
4. body
5. block
6. bloomer
7. blend
8. bluff
9. blind
10. blood
11. blass
12. blouse
13. boa
14. blond
15. blow

PART V

SPELLING, CAPITALIZATION, AND SYLLABICATION

SPELLING

theater theatre (thē ə tər) n.
[<Gr. theasthai, to view] 1. a place
or building where plays, motion

A dictionary entry may list more than one spelling for a word. The spelling given first is the preferred or most commonly used.

In addition, if a grammatical change in the form of a word is likely to make a spelling problem, this form is given. For example, the entry for "goose" includes its plural form "geese."

CAPITALIZATION

If a word is spelled with a capital letter, the dictionary writes it accordingly.

EXAMPLE:

shawr vt: to wrap in or as if in a shawl

Shawnee/ sho-ne,: an Algonquian people....

Some words are capitalized in one use, but not in another. In such cases, the dictionary notes this by the abbreviation"cap."

EXAMPLE:

capital/ kap- t-l n. 1. a building in which a state legislative body meets. 2. cap.: the building in which the U.S. Congress meets at Washington.

SYLLABICATION

A "syllable" is a word or a part of a word having one vowel sound and perhaps one or maore consonant sounds. Dictionaries usually indicate a break between syllables with a centered dot in the boldfaced entry word.

FOR EXAMPLE: an ·thro ·pol ·o ·gy

In your own writing, if you have to break a word at the end of a line, make sure you make the division between syllables.

EXERCISE: Indicate the syllabication of the following words by placing a diagonal line after every syllable.

Example: artist art / ist

1. attach
2. backward
3. calvary
4. corroborate
5. dreariness
6. fictitious
7. hematology
8. January
9. limitation
10. pineapple
11. pragmaticism
12. rhetorical
13. shepard
14. testimonial
15. zero

PART VI

PRONUNCIATION

Do you drink 'kó-fē?

Immediately after the listing of a word in the dictionary, the pronunciation is given. Pronunciation is indicated by means of accent marks and respellings. The sounds represented by the letters and symbols in the respelling are listed in a key at the front of the dictionary and on the bottom of every other page. These are the three points you should consider when you're checking the correct pronunciation of a word.

1. ACCENT

Accent refers to which syllable of the word is stressed when you pronounce the word. Dictionaries indicate the accent by placing an accent mark (′) next to the accented or stressed syllable. In the example ko′-fe, the first syllable is accented.

2. TONAL VALUE OR THE VOWELS

The special marks on the vowels which indicate their pronunciation are called "diacritical" marks. You must consult the pronunciation key to determine the meaning of each diacritical mark. In the example \`kȯ-fē, the "o" is pronounced like the sound of "a" in flaw, while the "i" is pronounced like the "e" in easy.

3. CONSONANTS

There are twenty-one consonants in English. Most of them do not cause any special problems. However, a few are pronounced in a special way.

FOR EXAMPLE: "c" is sometimes pronounced as an "s" (receive) and sometimes as a "k" (compare). The first pronunciation is referred to as a "soft c"; the second is referred to as a "hard c."

EXERCISE:

Try pronouncing the following words using the key below. Then number a piece of notebook paper 1-10. List each word in its correct spelling.

o	bone, know	a	mat	r	rarity
k	kin, cook	ü	rule	d	did
e	easy	n	no	a	day
i	tip	t	tie	ä	cot
m	dim	s	less	yü	youth
v	give	e	bet		

1. ˋkō=kō

2. ˋkau̇nt=ē

3. ik-ˋsplān

4. ˈmű-vē

5. ˋrād-ē-ō

6. na̋r-ˋka̋t-ik

7. yu̇-ˋnīt

8. ˋrüm-māt

9. ˋkōst

10. ˈmāk

PART VII

PART OF SPEECH

In every dictionary entry, the part of speech is indicated in abbreviated form directly after the pronunciation. The following list includes the abbreviations commonly used and the part of speech each stands for.

n.	noun	pron.	pronoun
adj.	adjective	conj.	conjunction
v.	verb	prep.	preposition
adv.	adverb	interj.	interjection

Of course many words may be used as more than one part of speech. The dictionary may have a separate entry for each part of speech. At other times, the dictionary may have a single entry, but divide it into different parts.

ETYMOLOGY OR DERIVATION

In many instances, the dictionary also gives you the historical origin or derivation of a word. The study of the historical origins of words is called "etymology." Knowing the source and original meaning of a word often helps you understand the word's modern meaning and usage.

The dictionary uses abbreviations that enable it to give the etymology compactly. Here are some of the most common:

A. S. - Anglo-Saxon

F. (Fr.) - French

G. - German

Gr. - Greek

It. - Italian

l. - Latin

O. E. - Old English

O. F. - Old French

Sp. - Spanish

Fr. - From

EXERCISE:

In your dictionary, look up the etymology of each of the following words and record your findings on your notebook paper.

1. sincere
2. hill
3. sob
4. teddy bear
5. college
6. September
7. Jesus
8. money
9. road

Research your own name. Where did it originate and what did it mean?

16

PART VIII

DEFINITION

The primary function of a dictionary is to give you the meaning of words. You will probably use your dictionary most often to look up the meaning of a word you have heard or read and which you don't fully understand.

A single word may have many different meanings. The definitions are distinquished from each other by letters and numbers. Numbers are generally used to indicate important differences in meaning. [illegible]. Letters are used to indicate differ[illegible] within the numbered definitions.

Some dictionaries list the different meanings in historical order; some dictionaries list the meanings in the order of their frequency of use.

When you look up a word, glance through all its meanings to be sure you have found the definition that fits the context you have in mind. In selecting the right definition, make sure you have the right part of speech. Illustrative phrases and sentences in the dictionary entry may also help you.

EXERCISE:

Some words with more than one meaning are shown below. Read the meanings of each word and then read the sentences which follow. On a sheet of notebook paper, write the number of the entry which gives the meaning as used in the sentence.

FOR EXAMPLE:

batter^{1} n A mixture of flour, eggs, and milk used in cooking.
batter^{2} n A person who bats or whose turn it is to bat a ball.

1. ____ I dipped the chicken in the batter and then fried it.

2. ____ The final batter struck out.

On notebook paper---- 1. 2

2. 1

Now it's your turn!

right^{1} adj. obedience to lawful authority
right^{2} adj. the location or direction of the right side
right^{3} vt. to relieve from wrong; vindicate
right^{4} adj. suitable, appropriate (right tool)

1. ____ "You did not do the right thing," said the officer as he wrote the ticket.

2. ____ Turn right at the next corner.

3. ____ He's the right man for the job.

great^{1} adj. large in size; big
great^{2} adj. large in number
great^{3} adj. distinquished; grand
great^{4} adj. main; principal
great^{5} adj. more remote in a family relationship by a single generation than a specified relative (great grandfather)

4. ____ The great governor that he's speaking to is Albert Alvarez.

5. ____ A great crowd had gathered.

6. ____ Yesterday we visited my great-aunt.

face^1 n. the front part of the human head

face^2 n. a facial expression

face^3 vt. to cover the surface of

face^4 vt. to cause (troops) to face in a particular direction on command

7. ____ The child stuck out her tongue and made a face.

8. ____ She has a pretty face.

9. ____ "About face,' shouted the sergeant.

save^1 vt. to deliver from sin

save^2 vt. to put by as a store or reserve

save^3 vt. to rescue from danger or harm

save^4 vt. to avoid unnecessary waste or expense, econonomize

10. ____ The squirrel saved the nuts for winter.

11. ____ You can save money if you use coupons.

12. ____ The firemen saved the children first.

hit^1 vt. to reach with or as if with a blow

hit^2 vt. to come in contact with

hit^3 vt. to make a request of

hit^4 vt. to discover or meet esp. by chance

hit^5 vt. to succeed in attaining something

hit^6 n. a stroke of luck

hit^7 n. a stroke in an athletic contest; esp. base hit

13. ____ My car hit his car.

14. ____ Mother, he hit me.

toll^{1} n. a tax or fee paid

toll^{2} vt. to exact a tool from

toll^{3} vt. to entice (game) to approach

toll^{4} vt. to give signal or announcement of

toll^{5} n. the sound of a tolling bell

16. ____ Toll the wedding bells.

17. ____ We stopped at the gate to pay the toll.

18. ____ The toll of the bells seemed to rock me to sleep in church.

depression^{1} n. the angular distance of an object beneath the horizontal plane

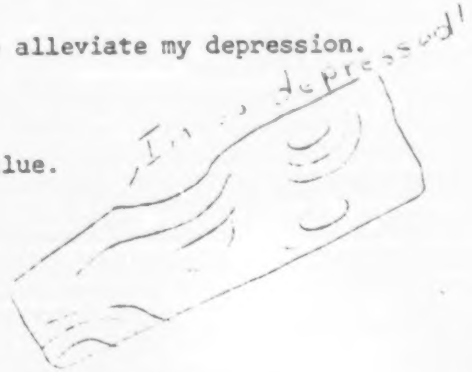
depression^{2} n. a state of feeling sad

depression^{3} n. a period of low general economic activity marked esp. by unemployment

19. ____ I've found that going to a movie can help alleviate my depression.

20. ____ The country is hit by a depression.

21. ____ The depression in the wood lowered its value.


I'm so depressed!

shop^{1} n. a handicraft establishment

shop^{2} n. a small retail establishment

shop^{3} n. a school laboratory equipped for instruction in manual arts

shop^{4} vt. to examine goods or services with intent to buy.

22. ____ Aaron made a table in shop.

23. ____ I don't like to shop with my mother.

24. ____ She went in the doughnut shop.

cold^{1} adj. having a temperature notable below zero

cold^{2} adj. marked by lack of warm feeling

cold^{3} adj. depressing or cheerless

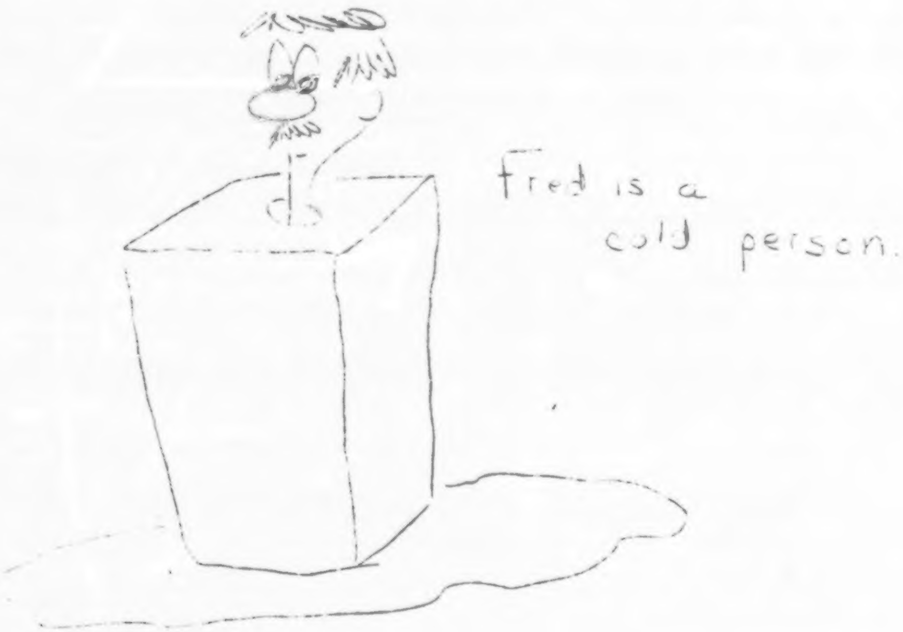
cold^{4} adj. dead or unconscious

25. ____ Fred is a cold person.

26. ____ He knocked Sam out cold.

27. ____ Gary said the room was too cold.

20


Fred is a
cold person.

PART IX

SYNONYMS AND ANTONYMS

SYNONYMS--WORDS WHICH ARE SIMILAR, BUT NEVER IDENTICAL

ANYONYMS--WORDS OF OPPOSITE MEANING

For many words, the dictionary includes one or more synonyms. It is indicated by the abbreviation "Syn." The dictionary often gives a brief explanation of how the words are alike and how they could be different.

FOR EXAMPLE: For the word "Help," you find the following listing.

syn. HELP, AID, ASSIST mean to supply what is needed to accomplish an end; HELP carries a strong implication of an advance toward an objective; AID suggests the evident need of help or relief and so imputes weakness to the one aided and strength to the one aiding; ASSIST suggests a secondary role in the assistant or a subordinate character in the assistance. syn. see in addition IMPROVE

The dictionary may also list antonyms (abbreviated Ant.). As antonyms for "generous," for example, you may find "ungenerous," "stingy," and "meager."

EXERCISE:

On a sheet of notebook paper, write as many synonyms and antonyms as you can find in your dictionary for the words listed below.

1. include
2. standard
3. violation
4. fair
5. disgrace
6. take
7. see
8. scoff
9. occurrence
10. intention

3

PART X

RESTRICTIVE LABELS

While most of the words in your dictionary belong to the general vocabulary of standard English, some words, as well as some special meanings, require special treatment.

There are three main kinds of labels.

1. SUBJECT LABELS

These labels indicate that a word has a particular meaning in a certain field. For example: [illegible].

2. GEOGRAPHICAL LABLES

These labels indicate the area in which a word, meaning, or pronunciation is used. For example: Brit.

3. USAGE LABELS

There are certain expressions you may use when talking with your friends, but which you would not use when delivering a talk at a school assembly. This idea is referred to as "levels of usage."

Labels of this type used in the dictionary are listed below:

1. coloquial--used mostly by uneducated persons; incorrect in terms of standard English. For example: youse, hisself.

2. slang--primarily used for purposes of humor or within a particualr group of people.

3. informal--used principally in informal situations. For example: "contact" meaning "communicate with._

4. no label--standard formal English

5. obsolete--used to describe words which are no longer used. For example: Biblical terms such as "thou."

EXERCISE:

Refering to the categories above, find a restrictive label or level of usage for each of the following words in your dictionary. Write your answers on a sheet of notebook paper.

1. dharma
2. skivvy
3. pattern
4. sneap
5. slough
6. quoth
7. quieten
8. quean
9. coke
10. gas

THE DICTIONARY

POST - TEST

Part 1 Directions: Arrange the following words in alphabeticql order.

1. Saturday
2. secede
3. satellite
4. secession
5. savage
6. safari
7. seamstress
8. sauce
9. sapling
10. season
11. saucer
12. secret

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

Part 2 Directions: Underline the correctly spelled word in each pair.

1. legaly legally
2. excellent excellant
3. hurrying hurring
4. beginning begining
5. misspell mispell
6. darry dairy
7. illegal ilegal
8. equasion equation
9. reign rein rain
   (when a king rules a country)
10. waste waist
    (part of the body between the ribs and hips)

Part 3 Directions: Divide each of the following words in syllables and place an aceent mark after the syllable that should be stressed.

EXAMPLE: nation na' tion

1. holiday ____________________
2. arithmetic ____________________
3. chemist ____________________
4. zebra ____________________
5. terror ____________________
6. grimy ____________________
7. rheumatism ____________________
8. instance ____________________
9. Congo ____________________
10. bacteria ____________________

After you have completed the packet on Dictionary Skills, you might want to do some further work or practice with this skill. The following materials or activities will be useful. Ask your instructor where to find these books and materials.

1. Word Attack Manual pgs. 128 - 161
2. Tactics in Reading A pg.s 77 - 94
3. Tactics in Reading B pgs. 61 - 80
4. Warriner's English Grammar and Compostion - third edition pgs. 392 - 414
5. Be A Better Reader A pgs. 119 - 120
6. Be A Better Reader B pg. 103
7. Be A Better Reader C pg. 96
8. Be A Better Reader I pg. 120
9. Be A Better Reader II pg. 108
10. Be A Better Reader III pg. 112
11. Be A Better Reader IV pg. 71 - 75
12. Be A Better Reader V pgs. 61 - 64
13. Be A Better Reader VI pgs. 74 - 77

LESSON 8: WHAT'S IN A BOOK?

POST-TEST

PART A: MATCHING

DIRECTIONS: Write the letter of the definition (found on the right) which correctly defines each term (found on the left) in the space before the term.

1. ___ frontispiece
2. ___ title page
3. ___ preface
4. ___ table of contents
5. ___ appendix
6. ___ glossary
7. ___ index

A. It gives the complete title of the book, the author's complete name, the publisher of the book, the place of publication, and the date of publication.

B. A section at the close of the book which contains supplementary materials such as charts, tables, or a bibliography.

C. A list of all the topics and names used in the text, arranged alphabetically.

D. A list of definitions of technical words that are contained within the book.

E. It precedes the main body of the book and gives the chapters or sections of the book and the pages on which each begins.

F. It usually appears facing the title page. Many times it will contain an illustration or some other decorative material.

G. This gives a short statement about the book or its contents and often explains the history or purpose of the book.

POST-TEST (CONT.)
WHAT'S IN A BOOK?

PART B: MULTIPLE CHOICE

DIRECTIONS: Circle the letter of the phrase which correctly completes each of the following sentences.

1. The easiest way to find on what page "The Raven" appears in the American literature book would be to look in

A. the table of contents C. the glossary
B. the appendix D. the index

2. The easiest way to find a definition of democracy in the American history book would be to look in

A. the table of contents C. the glossary
B. the appendix D. the index

3. The easiest way to find on what page Chapter 3 begins in the American government book would be to look in

A. the table of contents C. the glossary
B. the appendix D. the index

SYLLABUS
(RDG. IMP. III)
POWER READING

Week 1 Student Survey
Pretest
Choose a book for a book report which will be due during Week 5.
Content Area Reading Skills Packet
Reading Improvement Activities Book III Blue Workbook
Unit 1 . Lesson 3 (Pages 13-16)

Week 2 Fact or Opinion Packet
Gateways to Correct Spelling: Lessons 61-65 (Pages 99-113)
Begin reading the book that you selected for a book report.
Blue Workbook Unit I Lessons 1 and 2. (Pages 1-12)

Week 3 Propaganda and Advertising Packet
Gateways to Correct Spelling: Lessons 66-70.(Pages 113-123)
Continue reading your chosen book.
Blue Workbook Unit 1 Lessons 4 and 5 (Pages 17-24)

Week 4 How to Read Faster Packet
Gateways to Correct Spelling: Lessons 71-75 (Pages 124-131)
Finish reading your book for your book report.
Blue Workbook - Unit 1 Lesson 6 Pages 25 - 30 and
Lesson 8 Pages 37-42.

Week 5 Blue Workbook - Unit 4 Lessons 1, 2 and 3 (Pages 114-138)
Gateways to Correct Spelling: Lessons 76-80. (Pages 132-139)
Write and turn in your first book report.

Week 6 How to Use the Library Packet
Gateways to Correct Spelling: Lessons 81-85. (Pages 139-146)
Choose a book for your second book report which will be due during Week 11.
Blue Workbook - Unit 1 Lesson 9 (Pages 43-49)

Week 7 Blue Workbook - Unit 3 Lessons 1-6 (Pages 87-113)
Gateways to Correct Spelling: Lessons 86-90 (Pages 147-155)
Continue reading your chosen book.

Week 8 Blue Workbook - Unit 1 Lesson 7 (Pages 31-36)
Perfecting Reading and Writing Skills - Book I
Orange book - Read Introduction (Pages v and vi.)
Choose two of the four stories in Unit 1 (Pages 1-27) to read.
Then complete Exercises A and B which follow each.
Also, choose one activity from "Writing Experiences" to do.
Gateways to Correct Spelling: Lessons 91-95 (Pages 155-166)
Continue reading for your second book report.

Week 9 Blue Workbook - Unit 2 Lesson 1 (Pages 50-54 and Lesson 3 (Pgs 57-60)
Orange Workbook - Choose two of the four stories in Unit 2 (Pgs 28-50) to read. Then complete Exercises A and B which follow each. Also, choose one activity from "Writing Experiences" to do.
Continue reading for your second book report.

Week 10 Blue Workbook - Unit 2 Lessons 4 and 5 (Pages 61-68)
Orange Workbook - Choose 2 of the 4 stories in Unit 3 (Pgs 51-75) to read. Then complete Exercises A and B which follow each. Also, choose one activity from "Writing Experiences" to do. Finish reading your book for your second book report.

Week 11 Blue Workbook - Unit 2 Lessons 8 and 9 (Pages 77-86)
Orange Workbook - Choose two of the four stories in Unit 4 (Pgs 76-103) to read. Then complete Exercises A and B which follow each. Also, choose one activity from "Writing Experiences" to do.
Write your second book report and turn it in to your instructor.

Week 12 Blue Workbook - Unit 2 Lessons 8 and 9 (Pages 77-86)
Orange Workbook - Choose 2 of the 4 stories in Unit 5 (Pages 104-138) to read. Then complete Exercises A and B which follow each. Also, choose one activity from "Writing Experiences" to do.
End of term Student Survey.

Requirements:

1. Five Packets.
2. 35 lessons in Gateways to Correct Spelling.
3. Selected Assignments in Reading Improvement Activities-Book III.
4. Selected Assignments in Perfecting Reading and Writing Skills - Book I.
5. Two Book Reports.

CONTENT AREA READING SKILLS

The purpose of this packet is to help you become familiar with vocabulary items (words, phrases and abbreviations) that you are likely to come across in other subjects and classes, or in materials in your own life outside of school.

Later packets will deal with individual subjects, such as Math, Science, Social Studies, and others. This packet will deal with vocabulary common to any subject. This packet will not try to teach any particular subject as such. Instead, it will help you to understand and to use vocabulary you may meet in any subject.

The word Vocabulary means all the words known and used by a person, a group, a class. A person might have several different vocabularies: a vocabulary used in everyday activities and a specialized vocabulary. For example, a scientist uses an everyday vocabulary when shopping or at parties but uses a specialized vocabulary in a laboratory. You might have a vocabulary of words you can both pronounce and spell correctly and know what those words mean. You might have another group of words you can recognize when you see them but are not sure how to say them. You might have a vocabulary of words you can recognize when you hear them but are not sure how to spell them. You might have a vocabulary of words that you have often seen or heard but are not sure how to use them or exactly what they mean .

The point of having a large vocabulary, of increasing your vocabulary, is not to be able to use huge words to impress or confuse other people. The point is this: the more words you know, the more exactly you can express your ideas and the more exactly you can understand other people's ideas.

Misuse of vocabulary or not having a needed vocabulary can get in the way of giving or receiving ideas. Many times in many classes students have felt lost in class discussion or in reading the textbooks. This wasn't because they were dumb or poor readers. They would be able to understand the ideas of the class if only they knew the vocabulary used to tell about the ideas. Maybe you have also experienced this. If you have, this packet will help you to keep from feeling that way again.

This packet will deal with these areas of vocabulary:

1. Vocabulary Aids
2. Abbreviations
3. (Foreign) Words and Phrases
4. Prefixes and Suffixes
5. Common Words with Special Meanings

1. Vocabulary Aids

A. Dictionary

One easy way to deal with a strange word is to use a dictionary. If you don't use a dictionary because it's too much trouble to get up and go over to one, no one can help you. If you don't use one because you don't know how, ask a friend or a teacher. If you would rather not ask, there is a packet like this one you are reading now that will help you learn how to get the most from a dictionary. Besides telling you a word's meaning, spelling, and pronunciation, a dictionary will often tell you a word's etymology. Et ah what? Etymology. It means the word's origin: where the word came from; what it first meant; what it means now.

What's the use of etymology? Well, a big word may be a combination of little words. Any of those little words may also appear as a part of lots of other big words. If you learn the etymology of one certain word, you know not only that word but may also recognize a part of it in other words you meet later and so have a headstart in figuring out what those later words mean.

For example, the word etymology comes from 2 old Greek words: etymos (truth) and logos (the study of). Put those 2 together and you have etymology (the study of a word's truth or meaning). If you remember what the ology part of etymology means, then you know part of what words like these mean: anthropology, archeology, biology, geology, histology, zoology.

B. Glossary

Many books have a glossary, sometimes in the front but usually in the back. Check the book's table of contents (a list in the front of the book that tells you what all is in the book) to see if it has a glossary and where. A glossary is a kind of mini-dictionary that lists in alphabetical order many of the words used in the book. The glossary will tell what those words mean and may suggest how to say them.

C. Index (and Context)

Almost all textbooks will have an index in the back. The index is like a glossary in that it will list in alphabetical order important words and names discussed in the book. Unlike the glossary, the index will not tell the meanings of the words it lists. So what use is it? Well, it gives the page numbers where each word or name is talked about in the book. By turning to the page where the word appears, and finding the word on that page, you may discover the book tells you what the word means. Even if the book does not tell you straight out what the word means, you may be able to figure out its meaning by context.

Remember the word etymology? The etymology of context is "The weaving together of words". Context means how a word is used together with other words. How a word is used with other words can give you a clue to its meaning. For more details about using context, please see the packet titled Context.

2. Abbreviations

The etymology of the word Abbreviate is from old Latin and means to shorten. An abbreviation is a word or phrase made shorter by leaving out or substituting letters. For example, abbr. is the abbreviation of the word abbreviation. Notice that abbreviations end in a period whether or not they come at the end of a sentence. The period tells you that the letters before it make up an abbreviation.

Don't confuse abbreviations with contractions. Contractions are 2 words jammed together to make one word. Contractions use a mark called an apostrophe to show they are contractions. The apostrophe mark looks like a comma (,) except it is higher. The apostrophe mark goes in the contraction where a letter was left out to make the word shorter. For example, the word don't is a contraction (shortening) of 2 words do + not and the apostrophe mark in don't shows where the o in not was left out.

Another kind of word similar to an abbreviation is an acronym. An acronym is made by taking the first letter of each of a series of words making up a name for something. Perhaps you know the word SCUBA. It's used in skindiving and is the name for the air tanks and hoses that an underwater swimmer uses. The word SCUBA is an acronym for Self-Contained Underwater Breathing Apparatus. Names that were easier to handle when shortened may first have become abbreviated, such as S.C.U.B.A. Then, after being shortened, looked like words and could be pronounced as a word and now are used as words. Many acronyms no longer appear in capital letters and so many people do not realize some words commonly used are really acronyms: radar, sonar.

Some abbreviations could not be pronounced as if they were words and so they remain abbreviations. Some acronyms that are proper names, especially those of businesses and government organizations, always are capitalized:

Sunoco (Sun Oil Company), NATO (North Atlantic Treaty Organization) HUD (Housing and Urban Development).

B. Here is a list of some abbreviations which may help you understand many subjects. Any one subject may have its own peculiar abbreviations so be sure to check the book you read for a glossary or other list of abbreviations.

1.	anon.	anonymons = unknown This abbr. is used after the title of a book, song or other writing to show that the author is not known. EXAMPLE: Beowulf (anon.) is an old Norse story.
2.	c.f.	confer = compare, or contrast This abbr. in a sentence means you should compare the two or more things being talked about in the sentence or paragraph. EXAMPLE: The experience of minorities in the U.S. differs from many other countries (c.f. Brazil).
3.	c.	circa = about the time of This abbr. will be usually followed by a year. Together, they tell you the approximate date or time of an event or person's life because the exact time is not known. EXAMPLE: The first Ferris wheel appeared c. 1890.
4.	ed.	editor, or edition. As new information is constantly added to information already known about a subject, a textbook about that subject may become outdated. The book may then be revised by rewriting it so it contains the new information and then the book is published again. There may be many editions or publishings of the book, each having the same title but perhaps widely different amounts of information. EXAMPLE: 1970 ed. -or- Smith, & Brown (Eds.) - or- check out any of the textbooks you may have.
5.	e.g.	exempli gratia = for example This abbr. means that what follows it will be an example of what came before it. EXAMPLE: Many U.S. presidents owned slaves, e.g., Washington, Jefferson, et. al.
6.	et. al.	et alii = and others This abbr. is used at the end of a list to show that it is not a complete listing, that there are other names belonging to the list. EXAMPLE: See the example for e.g., above
7.	etc.	etcetera = additional items This abbr. has a meaning similar to et. al., above.
8.	i.e.	id est = that is, in other words This abbr. is used to introduce an explanation of a word or phra EXAMPLE: A doctor finds a patient's pulse by palpation, i.e., by examining through touch, by feeling for it.

9. re — in reference to, with reference to, regarding
This abbreviation connects what is being talked about now to something talked about earlier.
EXAMPLE: Re your request yesterday, my decision is negative.

10. v.
vs. — versus = against, opposed to
EXAMPLE: Did you see the Ali vs. Frazier boxing match?

11. © — copyright (usually followed by a year).
This tells when the material was published and is important to know to figure out whether the material may be out of date. Copyright dates will usually be in small print on a front page of a book.

C. The following is a list of abbreviations of names of classes or of words used in those classes. Please be aware that these abbr. may have other meanings than the ones given here.

adm.
admin. = administration

alg. = algebra

a.m. = ante meridian
before noon

Am. = America

amp.= ampere

amt. = amount

anat. = anatomy

anthro = anthropology

app. = appendix

appl. = applied

approx. = approximate (ly)

appt. = appointment

apt. = apartment

arch. = architect (ure)

arr. = arrival

arith. = arithmetic

art. = article

asg. = assignment

assn.
assoc. = association

asst. = assistant

asstd. = assorted

astrol. = astrology

astron. = astronomy

att.
attn. = attention

att.
atty. = attorney

auth. = author (ity)

av.
avg. = average

B.A. = Bachelor of Arts
(college degree)

bal. = balance

b & w. = black and white

bd. = board

bet. = between

bio.
biol. = biology

blg.
bldg. = building

bot. = botany

br. = branch

bros. = brothers

B.S. = Bachelor of
Science (college
degree)

bur. = bureau

bus. = business

cert. = certificate
certification

ch.
chap. = chapter

clk. = clerk

clin. = clinical

co. = county
company

coll. = college

comp. = composition

cong. = congress

consol. = consolidated

const. = constitution

constr. = construction

contd. = continued

corp. = corporation

D.D.S. = Doctor of Dentistry

Dem.
D. = Democrat

dep. = departure

dept. = department

dict. = dictionary

dir. = director

dist. = distance
district

ecol. = ecology

econ. = economics

ed. = editor,
edition

ed.
educ. = education

Engl. = English

esp. = especially

est. = established

ext. = external,
extension

fed. = federal

fem. = feminine

geog. = geography

geol. = geology

geom. = geometry

gov. = governor

govt. = government

gp. = group

GPA. = grade point average

hist. =
hx. = history

ill.
illus. = illustrated

inc. = incorporated

incl. = including

ind. = independence,
industrial

instr. = instructor

I.Q.= intelligence
quotient

jour. = journal(ism)

jr.
jun. = junior

juv. = juvenille

lit. = literature

L.P.N. = Licensed
Practical Nurse

M. A. = Master of Arts
(college degree)

mag. = magazine

math. = mathematics

max. = maximum

MC. = master/mistress
of ceremonies

M.D.= Doctor of Medicine

mech.= mechanics

mem. = member

met. = meteorology

mfd. = manufactured

mfg.
mfr. = manufacturing

mgr.=manager

mgt. = management

mil. = military

min. = minimum,
minute

misc. = miscellaneous

msg. = message

nat. = natural

nat.
natl. = national

neg. = negative

num. = numeral

off.
ofc. = office(r)

org. = organization

pers. = personnel

Ph.D.= Doctor of
Philosophy
(college degree)

phys. = physical,
physician

p.m. = post meridian
after noon

pol.
polit. = political

pop. = popular,
population

p.
pp. = page(s)

prep.= preparatory

prof. = professor

pres. = president

psy.
psych. = psychology

pub. = publisher,
publication

Q.E.D. = which was to be
proved or demonstrated

q.v. = qui vive on the
lookout for; alert

rdg. = reading

rep. = representative
republic

Rep.
R. = Republican

rpt.
rept. = report

req.
reqd. = require(d) (ment)

R.I.P. = requiescat in pace =
rest in peace

R.N. = Registered Nurse

R.S.V.P. = please reply

sch.= school

sci. = science

sect. = section

secy. = secretary

sen. = senator

serv.
svc. = service

soc. = social, society,
Sociology

sr. = senior

subj. = subject

supp.
suppl. = supplement(ary)

syst. = system

tchr. = teacher

tech. = technician, technology

terr. = territory

tng. = training

treas. = treasurer

trig. = trigonometry

twp. = township

U.
univ. = university

vet. = veterinarian
veteran

V.I.P. = Very Important Person (People)

voc. = vocation(al)

zool. = zoology

3. (Foreign) Words and Phrases

Many writers occasionally use words and phrases from other languages in their writing, whether fiction or non-fiction. The following is a list of only the more common ones.

WORD	PRONUNCIATION	MEANING
a priori	A PRY EE OR EE	as a result of
ad hoc	AD HOC	for a special purpose, temporary
ad infinitum	AD IN FIN ITE UM	forever; on and on
adieu	A DEE YOU	goodbye
alpha & omega	ALFA O MAY GUH	the beginning and end
anodyne	AN OH DINE	something that relieves pain
archetype	ARK A TYPE	the original model or pattern of something
au revoir	OW REV WAHR	goodbye
beau	BO	boyfriend
bedlam	BED LAM	craziness, confusion
blitz	BLITZ	lightning quick
bona fide	BO NA FIDE	genuine
bourgeois	BBOOZE SHWAH	middle-class
bureaucracy	BYOO ROCK RAH SEE	government, especially red tape
bureaucrat	BYOO ROW KRAT	a government worker
camaraderie	KOM AH ROD AH REE	warm friendship
charisma	KAH RIZ MA	a quality of a leader that inspires devotion
chauvinist	SHOW VIN IST	a person devoted to his or her own group race, sex, country, etc. , and who thinks other groups, races, sexes, countries, etc., are not as good.
coup	KOO	a clever move or action
coup de grace	KOO DEE GRAHS	a coup that causes death, that finishes off an enemy
coup d'etat	KOO DEH TAH	a sudden, forcible overthrow of a government, a revolution

WORD	PRONUNCIATION	MEANING
debris	DUH BREE	rubbish, ruins
de facto	DEE FACK TOE	something that exists in fact, even if in theory or by law it should not exist - such as de facto segregration.
deja vu	DAYSIA VOO	experiencing something for the first time but feeling you have experienced it in the past.
de jure	DEE JOOR	something that exists by law (as compared to de facto)
detente	DAY TONT	a lessening of tension, esp. between countries.
e pluribus unum	EE PLUR A BUS YOU NUM	out of many , one the motto of the United States - all the states united together give one strong nation.
eureka	YOO REE KA	I have found it; a cry of discovery
ex post facto	X POST FACT TOE	something (esp. a law) that has a retroactive effect; it affects events before it as well as events after it.
fetish	FET ISH	an object to which a person is unreasonably devoted, or from which he or she receives sexual excitement/
fiasco	FEE ASS KO	a complete or ridiculous failure
flora & fauna	FLOOR AH & FAWN AH	the natural plants and animals of an area
flotsam & jetsam		a ship's wreckage or debris that is washed to shore; anything worthless
forte	FORT	something a person does well
gigolo	JIG OH LOW	a paid boyfriend
habeas corpus	HAY BE US/KOR PUS	an order requiring that a prisoner be brought before a court; a protection against illegal imprisonment
hoi polloi	HOY POY LOY	the common people (used often with contempt)
homo sapiens	HO MO SAY PEE INS	human beings
hors d'oeuvre	OR DOO URV	an appetizer; food served before a meal
in absentia	IN AB SENT CHA	while not present; while absent
incognito	IN KOG NEE TOE	in disguise or under a false name

ivory tower		a symbol for escape or withdrawal from reality or action - esp. a college
kinetic		having to do with motion, as compared to static or standing still
kudos	KOO DOS	fame, glory
largesse	LAR JESS	generous, giving
laurels	LOR ELS	fame, glory
limbo		a place between heaven and hell; a place or condition of neglect
maelstrom	MAIL STRUM	a whirlpool; anything violently confused
mal de mer		seasickness
matriarch	MAY TREE ARK	the ruling female of a family, tribe; a mother, a strong old woman
moot		a subject for debate or discussion (often the conclusion of which is no longer important
nemesis	NEM ISS SISS	revenge; one who seeks revenge
non de plume		a false name used by a writer; a pen name
nostrum		a cure, remedy
panacea	PAN AH SEE AH	a wonderful cure or remedy for anything
paranoia	PAIR AH NOY AH	a mental disease in which a person is unreasonably suspicious, fearful or has delusions of power and fame.
paranoid		of or like paranoia
pariah	PAIR EE AH	an outcast
passe	PASS SAY	out of date, old-fashioned
patriarch	PAY TREE ARK	a ruling male of a family, tribe; a father a strong old man
per se	PURR SAY	by itself; in itself
per diem	PURR DEE UM	daily; often said of an allowance of money
persona personae persona dramatis	PURR SO NUH	the characters of a novel, play, etc.
placebo	PLUH SEE BO	medicine or pills given to make a patient happy but which have no real effect (sugar pills)

persona non grata	PURR SO NUH NON GRAH TUH	someone who is unwanted or unwelcome
posthumous	PAHST YOU MUSS	happening after someone's death
prima donna	PREE MUH DON NUH	a spoiled or tempramental woman
prima facie	PRY MA FAY SHEE	strong enough at first glance to seem true
pro & con		the good and bad, the advantages and disadvantages
pro tem = pro temporare		temporarily, for the time being
quid pro quo	KWID PRO KWO	one thing for another; an exchange
quorum	KWO RUM	the least number of people needed before before a meeting can officially begin
quota	KWO TUH	an assigned amount (of money, work, etc.)
regime	RAH JEEM	a political or social system
rigor mortis		the stiffening of a corpse's muscles
riposte		a sharp quick return; a witty remark
semper fidelis		always faithful (U.S. Marine Corps motto)
spiel	SHPEEL	a talk or speech, especially to sell
static		motionless, still
stereotype	STAIR EE O TYPE	a fixed or exaggerated idea or picture of a person or a group
sub rosa		secretly, privately
tableau	TAB BLOW	a picture or scene
taboo, tabu		something forbidden; to forbid
tempis fugit	TEM PIS FOO JIT	time flies
terra	TARE AH	earth
terra cotta		pottery, ceramics
terra firma		solid ground
terra incognito		unknown land; unexplored areas
trousseau	TRUE SO	a bride's outfit of clothes, jewelry, etc.
verbatim	VURR BAY TIM	literally; word for word; unchanged

via	VEE AH or VI AH	through; by way of
vice versa	VISE VURR SUH	in reverse or opposite order
vis-a-vis	VEES AH VEE	face to face; in comparison with
voila	VOY LAH	behold; look here; a cry of achievement
voyeur	VOY YOUR	a peeker; one who is sexually excited by watching rather than doing
vox populi	VOKS POP YOU LEE	the voice of the people

4. PREFIXES & SUFFIXES

A. Many words in English come from other languages based on old Greek and Latin. The word LANGUAGE, for example, comes from the Latin word for tongue LINGUA. Knowing a few common Greek and Latin words can help you to figure out hundreds of modern English words.

Prefixes are pieces that are hooked onto the front of words. Suffixes are pieces that are hooked onto the ends of words. The word that a prefix or suffix is hooked onto is called sometimes a root. The following list is not complete. For more, see the packet titled PREFIXES & SUFFIXES.

B. PREFIX & MEANING		EXAMPLE with Root Word
a-, an-	without	amiss: incorrectly, wrongly amoral: without morals
ab-	away from	abuse: use wrongly
ad-	to, toward	adhere: to stick to; to follow
aer-	in or of the air	aerosol: spray in the air
ambi-	both	ambivalent: having both good and bad feelings about something
ante-	coming before	antecedent: that which happens before
anti-	against	antiseptic: against disease
astro-	of stars	astrology: study of the stars
auto-	self	automatic: happening by itself
bene-	good, favorable	benefit: to profit

PREFIX	MEANING	EXAMPLE WITH ROOT WORD
bi	two	biennial: every two years
bibli	book	bible: the book
bio	life	biology: study of living things
cent	100	centennial: every 100 years
co	together	cooperate: work together
com con	with	concur: to agree with
contra	opposite opposed to	contraception: against conception or pregnancy
de	down away from	decline: to bend down, to sink
di du duo	2	duplex: residence built for 2 families
dia	throughout between	dialogue: talking together
dis dys	no, not	dishonest: not honest dysfunction: not functioning properly
e	out from	elicit: to draw out from
epi	on, among	epitaph: writing on a tombstone
ex	from, without, previously	excise: to cut out excuse: to free from blame
extra extro	more, additional beyond	extracurricular: beyond regular studies
geo	earth	geology: study of the earth
gyno	women	gynecology: science dealing with women
hema hemo	blood	hemorrhage: bleeding
hemi	half	hemisphere: half a globe
hetero	different	heterosexual: one who prefers a partner of a different sex than his or her own
homo	same	homogenous: similar throughout
hydro hydra	water	hydroelectric: electricity produced through water power

PREFIX	MEANING	EXAMPLE WITH ROOT WORD
hyper	more than normal	hyperactive: excited
hypo	less than, below	hypodermic: a needle used to give injections under or below the skin
il im in	not	illogical: not logical impossible: not possible incredible: not believable
mal mis	bad, wrongly	malpractice: do something incorrectly
mono	one	monotony: one unchanging sameness
multi	more than one	multiple: having many parts
non	not, no	nonsense: no sense
oct octa octo	8	octopus: an animal having 8 limbs
pan	all	panacea: a cure-all
para	along side of beside, beyond	parallel: 2 things side by side without touching
per	through	perennial: throughout the year
peri	around, about	peripheral: around the edge of something
post	after, behind	posthumous: after a person's death
pre	before, in front of	predict: to say what will happen before it happens
pro	before, acting for	prologue: something that comes before the main part of a story, play, poem, etc.
quad	4	quadrangle: a figure having 4 corners
re	back again	return: to come back
semi	half, partly	semiconscious: partly awake
sub	beneath, below	subconscious: below the level of awareness
super supra	above, beyond	supernatural: beyond the normal experience
sym syn	together, at the same time as	synchronize: to cause to happen at the same time
tele	at a distance	telecommunication: long-distance communication

PREFIX	MEANING	EXAMPLE WITH ROOT WORD
trans	across	transcontinental: across a continent
tri	3	triangle: a figure having 3 corners
ultra	beyond, extreme	ultraviolet: beyond the violent end of visible light
un	not	unlikely: not likely
uni	one	united: together, as one unicycle: a vehicle with only one wheel

C. Please notice that while the prefixes can help you figure out a word's meaning, a part of a word may look like a prefix but not be a prefix. For example, the word UNCLE. It starts with UN but here UN is NOT a prefix meaning not. The word UNCLE does come from an old Latin word but the word is AVUNCULUS = mother's brother. So beware of letters that look as if they may be prefixes but aren't.

D. Beside the prefixes we have looked at, there are some Greek and Latin words that are part of today's words that may be prefixes or suffixes or roots. Following is a brief list of those words, their meanings, and examples of modern words containing them.

LATIN OR GREEK	MODERN WORD
amicus: friend	amiable: friendly
bene: well	benign: favorable, doing no harm
bomum: good	bonus: something extra but good
cedere: to go	proceed: to go forward; to carry on
chromos: color	chromatics: scientific study of colors
chronos: time	chronometer: a watch, clock
circum: around, circular	circumstances: facts or events surrounding other facts or events
corpus: body	corporal punishment: punishment on a person's body

LATIN OR GREEK	MODERN EXAMPLE
cycle: a wheel cyclo: in a circle	cyclone: a windstorm that swirls in a circle
cracy (Kratos): rule, power	democracy: rule (government)by the people
demos: people	demography: study of births, deaths, and marriages of people
dermis: skin	dermatology: science of skin disease
dicta dicere: to speak	contradict: to speak against something
ducere: to lead	reduce, produce, induce, conduct
dyna: power	dynamo: a machine to produce power
ego: self	egotistic: concerned most with oneself
ethnos: people, nation	ethnic: of a particular group of people
ethos: moral values	unethical: not proper
facere: to do	manufacture: to make
fide: faithful, true	fidelity: faithfulness
fortis: strong	fortify: to make stronger
fract: to break, divide	fracture: to break, a broken something
frater: brother	fraternity: a brotherhood
geron: old	geriatric: having to do with old people
graph: write gram: writing	autograph: self-writing, a signature diagram: a written figure or chart
grata gratis: pleasing	gratified: made pleased
horos: hour	horoscope: having to do with (the hour of) one's birth
juvens: youth	rejuvenate: to make young again juvenile: of youth
legis: law	legal: permitted by law legislator: a law-maker
lingua: tongue	linguistics: study of speech & language
logos: word, thought	logic: thinking
loqui: conversation	soliloquy: conversation with oneself

LATIN OR GREEK	MODERN EXAMPLE
scopin: to see	telescope, periscope
socius: friend	society, social, sociology, associate
somnus: sleep	insomnia: sleeplessness
tempus: time	temporary: for the time being
terminus: end	terminate, terminal, determine
tractus: to draw, stretch	subtract, retract, traction, tractor
vacuus: empty	vacuum, evacuate
valere: strong	valor, valiant, value
variare: to change	vary, variable
verbum: word	verb, verbal, reverberate
vertere: to turn	revert, convert, divert, pervert
vocare: to call	vocal, invoke, revoke, provoke

E. Suffixes

Again, beware of letters at the ends of words that may at first glance look like suffixes but which are really not suffixes. The following list is not complete but merely a sampling of more common ones.

SUFFIX	MEANING	EXAMPLE
-ac	relating to, having	cardiac: of the heart
-ic	affected by	photographic: affected by light
-able	having qualities of, able to	portable: able to be carried
-al	of, like, the act of	comical: of comedy
-arian	belief or occupation	librarian: library worker
-ate:	to become, to treat with	vaccinate: to treat with a vaccine
-cide	to kill	homocide, suicide, genoicide
-ee	receiver	donee: one who receives a donation

LATIN OR GREEK	MODERN EXAMPLE
macro: large	macrocosm: the universe
magnus: great	magnitude: greatness
mandare: to order	command, mandate, demand
manus: hand	manual: by hand (as opposed to machine)
mater matri: mother	maternal: motherly, of mothers
medius media: middle	medium: between extremes or ends
mens: mind	mental: of the mind
mensis: month	menstruation: a woman's monthly cycle
meter: measure	thermometer: a device for measuring heat
micro: small	microbe: a tiny living thing, bacteria
morph: shape	amorphous: without any particular shape
nomen: name	nominate: to name, as a candidate
nuntiare: to report, to say	announce, pronounce, denounce, renounce
pacis: peace	pacify: to make peaceful
pater: father	patriot: a person who loves his or her fatherland
pathos: feeling, emotion	sympathy: sameness of feeling
pes, pede, pod: foot	pedal, tripod, pedestrian
phobos: fear	claustrophobia, hydrophobia, agoraphobia
phono : sound, voice	phonograph, telephone, quadraphonic
photo: light	photosynthesis, photograph, telephoto lens
potare: to carry	transportation, import, export, deport
primatis: first, chief proto	primary: first in time
pseudo: false	pseudonym: a false name
psyche: soul, spirit	psychology: study of the mind & behavior
sanitas: health	sane: mentally healthful sanitary: healthful

SUFFIX	MEANING	EXAMPLE
-er -or	performer or giver of an action	donor: one who gives
-ese	of a country or language	China - Chinese Vietname - Vietnamese
-ful	having, full of	beautiful, hopeful, plentiful
-ia	used to form nouns	anesthetic - anesthesia
-ial	used to form adjectives	part - partial
-ing	relating to, the act of	give - giving
-ion -sion -tion	used to form nouns from verbs	quest - question fuse - fusion
-ism	practice or belief	communism, alcoholism, idealism
-ist	a person who believes or practices	scientist, vocalist, chemist artist
-istic	forms adjectives from nouns ending in -ism, or -ist	artist - artistic
-itis	inflammation, burning	dermatitis: skin disease
-ity	state or condition	sane - sanity
-ive	of, relating to, having the nature of	creative, destructive
-ize	to become, to cause to happen	theorize, specialize, realize
-ology	a study or science	biology, zoology, physiology
-osis	a condition; a diseased condition	neurosis: a mental weakness
-ous	having, full of	mischievious, pious, devious, porous
-tomy	a cutting, surgery	appendectomy, tonsillectomy
-ulent	full of	fraudulent, virulent
-y	having, full of, like	dirty, healthy, funny, wavy

5. Common Words with Special Meanings

A. Many words you may come across in a class look familiar but seem to be used in a different way than you may be used to. For example, the word

PARTY may bring first to your mind a gathering of friends, eating, drinking, dancing, A book or a class, however, may use that word to mean one person, or a group of people organized for a business or political purpose.

B. Another troublesome kind of word is one which can either be a noun (name of a person, place or thing) or a verb (name of an action or a condition) How do you know when it is which? By how it is pronounced or by how it is used with other words in a sentence. For example, the word ASSOCIATE can be the name of a person with whom there is a relationship, or, it can mean to make a relationship with another.

C. A third kind of word is one that sounds or looks like another word but has quite a different meaning, such as AFFECT and EFFECT.

D. Finally, many books and people use large words that have simple meanings. Knowing some of them can make their ideas easier to get at.

The following four lists are examples of the kinds of words talked about above. The more of them you learn and remember, the easier your classes may become. Please read all the definitions given for any word.

A. COMMON WORDS - SPECIAL MEANINGS

abstract	1. not part of a particular object or instance;not practica
	2. a summary
	3. to take from; to summarize
academic	1. having to do with schools and learning
	2. far from immediate reality; impractical
act	1. an action or performance
	2. a part of a play or opera
	3. a law or court decision
	4. to perform
	5. to pretend
	6. to have an effect on
	7. to behave
administration	1. management; conducting; directing
	2. the officials of a government or agency, and their polic
	3. the term of office of #2. above
appreciate	1. to enjoy or realize the worth of
	2. to increase in value

character	1. a mark or symbol 2. moral strength or reputation 3. a person in a play or story
charter	1. a grant or permission by a government to a business 2. a document or declaration 3. to grant permission 4. to lease a car, bus, airplane, etc.
commercial	1. a paid advertisement 2. having to do with commerce, business
complex	1. involved, complicated, not simple 2. a group of parts, such as an apartment complex 3. a group of emotions or attitudes, such as an Oedipus complex
confederate	1. having to do with the South in the U.S. Civil War 2. an ally or associate 3. to join together
critical	1. fault-finding 2. resulting from careful analysis 3. of or forming a crisis 4. dangerous, risky
delinquent	1. failing to do what duty or law requires 2. guilty 3. a delinquent (non-complying) person
discriminate	1. to tell the difference between 2. to show partiality or prejudice
embrace	1. to hug 2. to readily accept 3. to take up, enter upon 4. to include
enlist	1. to sign up to join the army, navy, etc. 2. to win the support or services of
execute	1. to put to death 2. to carry out; to follow; to perform
exercise	1. to move parts of the body for health 2. a problem or group of written examples 3. to use; to carry out to put into action
faculty	1. the teachers of a school, college, etc. 2. a power, skill, sense, etc.
horizon	1. the distant line where the earth and sky appear to meet 2. the limit of one's mental outlook, knowledge, experience
institution	1. an organization such as a hospital, school, reformatory etc. 2. the building housing such an organization 3. an established or familar law, custom, practice, system
intercourse	1. a sexual joining 2. communication or dealings among people, nations
minister	1. a pastor, preacher, etc. 2. a person in charge of a government department 3. to serve; to give help; to act as an agent
peer	1. to peek or look 2. a person of equal rank or ability 3. a duke, earl, baron, etc.

pregnant	1. having a fetus (unborn child) 2. full of, rich in, ideas, meanings.
subscribe	1. to agree to receive and pay for a magazine, newspaper, etc. 2. to give support, approval, consent

B. & C. CONFUSING PAIRS

advice	AD VISE	information or opinion as to how to handle a situation
advise	AD VIZE	to give advice
advocate	AD VO KAIT	to speak or write in favor of
advocate	AD VO KUT	one who pleads another's cause, who advocates
appropriate	AP PRO PREE UT	suitable, fit, proper
appropriate	AP PRO PREE ATE	to take for one's own; to set aside for a specific use
conscious	KON SHUSH	awake, aware
conscience	KON SHUNS	a knowledge or feeling of right and wrong
decree		an official order, command
degree		a step, stage, condition; a social, official or academic rank or position; a grade of comparison; a unit of measurement
delegate	DELL AH GAIT	to authorize, send or entrust to another
delegate	DELL AH GUT	someone who is delegated; an agent, representative
deliberate	DEE LIB ER AIT	to consider carefully and thoughtfully
deliberate	DEE LIB ER UT	done on purpose; carefully thought out
device	DEE VISE	a plan, scheme, invention, machine
devise	DEE VIZE	to plan, to scheme, to invent
estimate	ES TUH MAIT	to form an opinion; to judge or to determine
estimate	ES TUH MUT	a rough calculation of size, value, etc.
external or exterior		on the outside; surface form or behavior
internal or interior		on the inside; inner nature of a person or thing
faint		to lose consciousness; to pass out
feint		a pretense; a pretended attack
former		the first of two mentioned things
latter		the last of two mentioned things
gorilla	GO RILL AH	A LARGE APE: SOMEONE WHO RESEMBLES AN APE
GUERRILLA	GOO RILL AH	a kind of soldier who does not fight in big armies
immigrate		to come into a new country to settle
emmigrate		to leave one country for another

import	to bring into a country, esp. goods for sale; something imported
export	to ship out of the country, esp. goods for sale
deport	to expel or banish from a country

infer	to assume, decide or conclude from known facts or evidence
imply	to hint, suggest without openly saying

marital	MARE UH TULL	of marriage
martial	MAR SHULL	of war or armies, navies, etc.

personal	PURR SUN ULL	private; individual
personnel	PURR SUN ELL	a number of perople in a business, organization

perspective	PURR SPECK TIV	point of view
prospective	PRO SPECK TIV	expected, likely; future

principal	chief, main, important; the head of a school; an amount less interest
principle	a rule of conduct; a truth, law, force

prescribe	to order, suggest, advise
proscribe	to forbid

precede	to come before; to happen before
proceed	to advance, carry on, continue
proceeds	the sum gained from a sale, venture, etc.

rational	RAH SHUN ULL	having to do with reason or logic
rationale	RAH SHUN AL	a reason, basis, explanation

through	THRU	in and out; from one place to another; ended; by way of
thorough	THOR OO	complete, finished, accurate

D. BIG WORDS - SIMPLE MEANINGS

abdicate	AB DICK AIT	to give up; to surrender
abolition	AB O LISH UN	an abolishing or doing away with
allocate	AL LOW KATE	to set apart for a special purpose; to allot, assign
analogy	AN AL O GEE	a comparison of similarities
anomaly	AN OM O LEE	an abnormal, unusual thing
cataclysm	KAT AH KLIZ UM	that which causes sudden, violent change, such as an earthquake, flood, war, etc.
compliance	KUM PLY UNS	a giving in to a wish, request, order, demand
concurrent		happening at the same time as; cooperating
contemporary		living in or happening in the same time period as
conjecture	KUN JECK SHER	a guess, surmise, supposition

demagogue	DEM AH GOG	a speaker who appeals to emotion and prejudice
discrepancy	DIS KREP UN SEE	disagreement; difference; inconsistency
fluctuate	FLUCK SHU AIT	to continually vary, shift, changing
hierarchy	HI UR ARK EE	a group of persons or things arranged in ranks
holocaust	HOLL O KOST	great widespread destruction, esp. by fire
hypothesis	HI POTH AH SUS	AN UNPROVED THEORY OR IDEA
ideology	ID EE OLL O GEE	a belief, philosophy
implement		a tool; to activate or to put into use or action
incumbent		an office holder
inevitable	IN EV AH TUH BULL	unavoidable; bound to happen
intermittent		starting and stopping again at intervals
juxtaposition	JUCK STA PO ZISH UN	a putting side by side; close together
labyrinth	LAB AH RINTH	a maze; a complicated arrangement
manipulate	MAN IP YOU LAIT	to handle; to move about; to use someone
nostalgia	NOS TAL GEE AH	homesickness; longing for times past
rhetoric	RET ER RICK	effective, persuasive use of words; showy speech
subsistence		existence, survival
technology	TECK NOW LOW GEE	applied science or practical, industrial arts
ultimatum		a final offer or proposal
vicarious	VI KAIR EE US	substitute; experienced through another

POSTTEST

1. What does an etymologist do?

2. What is the difference between a glossary and an index?

3. To abbreviate means to:

4. Etc. is an abbreviation for:

5. E. g. is an abbreviation for:

6. What 2 words can att. be an abbreviation for?

7. What is a coup d'etat?

8. Would someone travelling incognito sign their own name at a hotel?

9. If you are suffering from mal de mer, would you likely be in a hospital awaiting surgery?

10. Would you have been born posthumously if your parents are still alive?

11. Give an example of a stereotype.

12. What do fracture and fraction have in common?

13. What is the difference between tonsillitis and tonsillectomy?

14. Can a book be pregnant?

15. Can you subscribe to an idea?

16. Can you have intercourse without sex?

17. Look at these 2 words: IMPLY INFER. Tell what the former means. Use the latter in a sentence.

FACT or OPINION

Pre-test

Directions: Read each sentence carefully and decide whether it is true or false. If true, write T in the blank, if false write F in the blank after each sentence.

1. All people enjoy swimming. _____
2. Not all education comes from books. _____
3. There are four syllables in the word manufacture. _____
4. January is alwyas a winter month. _____
5. Salt water can be carried in a man's hand for three hundred miles. _____
6. Professional people are always self-employed. _____
7. All parents are people. _____
8. Grass is not necessarily green in summer. _____
9. Operas are invariably sung in Italian. _____
10. Good study conditions insure effective learning. _____

FACT or OPINION

PURPOSE

The purpose of this packet is to make you aware of what fact and opinion type statements are and to help you be able to tell the difference between them in your reading.

OBJECTIVE

The student will be able to identify fact or opinion statements or reading passages (paragraphs) in prescribed learning activities.

537

FACT or OPINION ?

INTRODUCTION

You're curled up in your favorite chair watching Kojak when the show breaks yet again for another commercial. A handsome dude and a gorgeous girl sprint across a sunlit meadow and fall into each other's arms in a passionate embrace. The announcer (in his silken voice) yaks on and on about how this couple have confidence their anti-perspirant won't fail them because they use SURE. Then the cold facts for you to read flash on the screen - "SURE stops wetness better than BAN, DIAL etc. etc. etc ..." You sigh and wish they'd get back to Kojak when suddenly you are struck by a thought. "Who says "SURE" is better than BAN, DIAL, etc. etc. ?!!" Even though you just read it on the T.V. screen and the announcer told you it was better - do you know it's better? Should you take their word for it? You begin to wonder how many other things you've heard and read about that you've taken for grateed were the truth when in fact maybe you should have done some questioning and gotten some more information. This packet is an attempt to make you aware of fact vs. opinion.

Some people believe everything they read. They think because it is in print the statements they are reading must be true or they would not be in print. NOT TRUE. A careful reader thinks about what he reads and then decides if the statements he read are based on fact or opinion.

So how do you decide if a statement is fact or opinion? Let's first look at "facts." We can accept facts as being true. You know for example that the statement, "The month of July comes after the month of June" is a fact because a look at any calendar will prove it. Factual statements sometimes contain dates and figures. Sometimes statements are made concerning things that scientists have found out by experimenting or observing. These statements or conclusions may be accepted as facts. Also statements that are based on historical records may also be accepted as facts.

Let's look at some examples of facts:

1. America entered World War II in December, 1941.

(Historical records.)

2. Bread will be edible 3 years after it is baked if it is kept securely wrapped and frozen.

(Scientific observation)

3. Every day at least 10,000 persons in the world die of starvation, according to the World Health Organization.

(Dates and Figures)

These statements we can accept as truth because there is proof to back them up.

Sometimes a writer tells you what he thinks about the subject in the passage you are reading. When he does this, he gives you his opinion. Opinions are what people believe - but do not know - to be true. Opinions do not have to be supported by facts or true statements. It is usually what the person believes about the subject.

There are clues which help you tell whether an article or statement presents facts or opinions. Opinion articles usually have such phrases in them as : "it is said, I think, I believe, it is reported, it is my opinion, Mr. So and so claims," and so on. When you see a phrase such as this, you may be sure the writer is about to give his opinion, or the opinion of someone who claims to have facts but hasn't given them. Often an opinion is expressed in a broad, sweeping statement made without any facts to back it up. Example: "August is always a hot, dry month." This kind of statement sounds as if it were true, but unless it is supported by facts, don't accept it as a final conclusion or the absolute truth. I've seen a few Augusts that were anything but hot and dry. You probably have too, so we really can't accept author Joe Blow's statement "August is always a hot dry month." as being a fact. If Joe changed his sentence to read "August is usually a hot, dry month." we would be more likely to believe him.

Now let's see if you can decide which of the following statements are facts and which are opinions in these exercises.

EXERCISE 1

Directions: Read the statements below. Write YES after FACT? if you think a statement expresses a fact. Write YES after OPINION? if you think it expresses an opinion.

	FACT ?	OPINION?
1. A Seweze sewing machine will last longer than any other kind.	______	______
2. As a matter of record, we know that aluminum cost $100 a pound in 1885.	______	______
3. My daughter talks more than any other child in Lansing.	______	______
4. It always rains on the Fourth of July in Michigan.	______	______
5. There are more people living on the earth now than at any other time in history.	______	______
6. Many people catch colds from wet feet.	______	______
7. Spain is a country in Europe.	______	______
8 Switzerland has many mountains so it must be cold all of the time.	______	______
9. Kerosene is made from oil that comes out of the ground.	______	______
10. All canoes are made of fiberglass today.	______	______

[illegible] you can [illegible]

[illegible]

EXERCISE 2

Now let's see if you can decide if a reading selection contains facts or opinions. Place a check mark to show your decisions.

1. The earth is your home. It is also the planet where billions of other living things live. All of these animals and plants get what they need for life from the materials on the surface of the earth.

Fact_____ Opinion_______

2. It was probably a billion years ago that the first living things came into being. A great variety of plants developed. Seaweeds, mosses, ferns, and rushes of great height formed dense jungles, for the weather was warm and there was much rainfall.

Fact_____ Opinion)______

3. The American artist, Whitler, spent some of his early childhood in Russia. His father was an engineer there.

Fact_____ Opinion______

4. When the Civil War broke out, there was need for a patriotic hymn to express the spirit of the times. A new song was wanted, one that would be a great battle hymn, yet one that would be suitable in time of peace as well.

Fact_____ Opinion__________

5. Today, people prefer light food and drink. The intelligent person follows the modern trend toward eating less and drinking lighter beverages. As a result, he or she keeps slim and trim. For this reason KEEP-SLIM is the favored drink. It is reduced in calories and is never too heavy, never too sweet. Drink KEEP-SLIM. It is delicious, refreshing, amazingly low in calorie content.

FACT_____ OPINION________

6. "All freedom-loving people should vote for immedicate military disarmament. If you love your fellow man, whether he lives in your nation or in some foreign country, how can you vote money to purchase those weapons of war which will eventually destroy him? Peace, humanity, love - these should be our guideposts. Disarm now."

FACT_____ OPINION_______

EXERCISE 3

Read the following poem carefully. In this poem you will find out how six men who had never seen an elephant - and who would never see one because they were blind - thought an elephant looked. Each of them touched the elephant with his hands, but each man touched a different part of the elephant.

THE BLIND MEN AND THE ELEPHANT

by John Godfrey Saxe

It was six men of Indostan
To learning much inclined,
Who went to see the elephant
(Though all of them were blind).
That each by observation
Might satisfy his mind.

The first approached the elephant,
And happening to fall
Against his broad and sturdy side,
At one began to bawl,
"God bless me! but the elephant
Is very like a wall!"

The second, feeling of the tusks,
Cried, "Ho! What have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an elephant
Is very like a spear! "

The third approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the elephant
Is very like a snake!"

The fourth reached our his eager nan
And felt about the knee.
"What most this wondrous beast is li
Is mighty plain," quoth he;
"'Tis clear enough the elephant
Is very like a tree!"

The fifth, who chanced to touch the
Said: "E'en the blind man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an elephant
Is very like a fan!"

The sixth no sooner had begun
About the beast to grope,
Then, seizing of the swinging tail
That fell within his scope,
"I see," quoth he, "the elephant
Is very like a rope! "

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right
And all were in the wrong!

1. List the six different opinions that the blind men had.

____

____

____

2. Each blind man had his opinion of what the elephant looked like. Write what you think is the difference between opinion and fact.

____

____

____

POST TEST

Read each sentence carefully and decide whether it is true or false - or FACT or OPINION. If true, write T in the blank, if false write F in the blank.

1. Thrift during childhood guarantees wealth during adulthood. ________

2. Societies are always made up of human beings. ________

3. The man who budgets his money carefully never goes bankrupt. ________

4. Trade between New York and New Jersey is described as inter-state trade. ________

5. At the instant of crossing the North Pole, a flight north becomes a flight south. ________

6. Toys which are indestructible are never broken. ________

7. A dollar, a quarter, a nickel and two pennies total one hundred and thirty-teo cents. ________

8. Haste makes waste. ________

9. The skunk has a disagreeable odor. ________

10. Natural rubber comes from the sap of the rubber tree. ________

PROPAGANDA & ADVERTISING

Propaganda and advertising are two words often misused and confused. These two words are names for organized kinds of persuasion. During most of the time you are awake each day, you are exposed to propaganda and advertising from t.v., radio, billboards, signs, magazines, posters, newspapers, teachers, matchbook covers, textbooks, movies, speeches, churches, politicians, art, bumper stickers, tapes, salespeople, records, and on and on.

So what? Well, would you rather do your own thinking or have other people do it for you? You may be very much aware of some obvious forms of persuasion, such as commercials. But had you thought of these packets, for example, as being kinds of propaganda?

The purpose of this packet is to look at what the words advertising and propaganda mean; to look at the differences and similarities between them; and to analyze some examples of each. Why? To help you become more aware of how other people are trying to influence your thinking and your behavior; to help you analyze kinds of persuasion for facts and opinions; and perhaps to help you to become more persuasive. A packet titled Fact & Opinion is a useful aid to this packet.

Propaganda and advertising are, in themselves, neutral -- they are not necessarily good nor bad. They can be used to inform and educate, to pass on helpful information. They can be used to manipulate people, to cause people to do what is good for others rather than themselves. Often they do both. Often it is difficult to tell one from the other.

There are many kinds of advertising. One kind is that which tries to cause people to buy things. This is the kind we will deal with. The word, advertise, comes from an old word meaning to warn, to call attention to. An advertisement is a message or notice, written or spoken, that draws people's attention to a product so that they will buy it. The reason for advertising is to get people to buy, and to not just buy, but to buy one certain product rather than any other, even though all the products may be about the same. Advertising is usually done by businesses.

The word, propaganda, comes from an old Latin word meaning spreading faith. Propaganda tries to spread ideas, beliefs, customs, philosophies. Just as advertising tries to cause people to buy certain things over others, propaganda tries to cause people to believe certain ideas or to act in certain ways. Propaganda is most often done by governments, religions and political groups.

A message that gets you to buy a particular brand of soap or a particular make of car is an advertisement. A message that tries to get you to vote for a particular candidate or to stop smoking is propaganda. This packet will discuss examples of propaganda and advertising but will try not to take sides. One of your jobs is to catch it if it does take sides.

Propaganda and advertising are different in that they are used by different kinds of groups for different kinds of reasons. They are alike in that they try to persuade by appealing to your thinking ability (your intellect) or by appealing to your emotions (your feelings of love, hate, pride, fear).

Words are important to both propaganda and advertising. Words often have "feelings" that go along with their meaning. For example, skinny and slender mean about the same but slender sounds nicer than skinny. Likewise, there are many words that mean fat but sound nicer than fat. Clothing ads for overweight people use words like queen-size or king-size rather than fat.

Denotation is a word for the actual meaning of a word. Connotation is a word for the feeling of good or bad that people give to a word, beyond its actual meaning. Fat and plump both denote bigness. Fat, however, has an unpleasant connotation while plump has a more friendly connotation.

Both propaganda and advertising use connotations. Connotations can help a piece of advertising or propaganda and [illegible]

The connotation that the word, advertising, has for many people is harmless or amusing because no one really pays attention to it or really believes it. Advertising uses billions of dollars, however, so businesses, who don't spend money carelessly, must believe that people are persuaded by it.

The connotation that the word, propaganda, has for many people is that it is lies spread by the "bad guys," "the other guys." For example, to a Republican, propaganda is what the Democrats put out. To a Democrat, propaganda is what the Republicans put out. To a citizen of the United States, propaganda is what the communists or other foreigners put out. These connotations are not always true. There are honest Republicans and Democrats and those who have lied. On occasion, the communists have told the truth and the U.S. government has lied.

A piece of advertising or propaganda is not necessarily true nor false. Either one can be used to inform or to deceive. Often they do both. How? Supposing you hear this commercial:

"This is the season for colds. To fight colds, most doctors recommend plenty of rest, drinking lots of fluids, and aspirin to reduce fever. More doctors recommend Blare aspirin than any other."

There are two separate messages here. One clearly tells how to fight a cold, and is useful and true. The other is not what it seems.

Suppose that the Blare company only asked five doctors what aspirin they would recommend. Suppose also that these five doctors were customers of the Blare company. The last part of the commercial implies (seems to say) that almost any doctor wants you to use Blare aspirin. That may be true but it may not be true because:

1. it doesn't tell how many doctors did not recommend Blare. Perhaps 10 did but 9 did not. Ten is more than 9, so the commercial is not really lying but it is not telling the whole truth.

2. it doesn't tell if the doctors received anything for recommending Blare.

3. it doesn't tell what kind of doctors they were -- medical doctors, animal doctors, witch doctors, doctors from other countries, people with Ph.D.s (college degrees) who can call themselves "doctor" but who may have nothing to do with medicine, and so on.

4. it says nothing about what harm may result from overuse of aspirin or that there may be people for whom any amount of aspirin may be dangerous.

Propaganda can also be truthful and deceptive at the same time. During recent state elections, a t.v. commercial for a candidate consisted mainly of showing the candidate and his wife walking hand in hand through a forest, with close-ups of his handsome, smiling face. The commercial emphasized that he was young and attractive. It said little about his qualifications or past record. The impression you got was that he was a nice guy. He may be, but that does not mean that he would be a competent congressman. Nor does it mean that his opponent, who was older, balder, and not as handsome, was a bad guy. Of course, a good-looking, pleasant-sounding person might also be a good leader. The point is that you are being asked to choose on the basis of looks and personality rather than on ability for the office.. Even if the picture is true, even if the teeth and hair are real, it does not mean that the person shown is best for the job.

The value of advertising and propaganda is in their ability to inform us. They can tell us useful things about new products being available, about changes and improvements, about what a group believes and stands for and wants. The trick is to use them instead of being used by them. It takes some doing but it can be done.

Propaganda and advertising persuade -- persuade us to change behavior and beliefs, or to reinforce (strengthen) behavior and beliefs. There are perhaps five main ways they do this. Other books and people may have other names for these ways than the names this packet uses. Any of these ways may be used in combination with others

The Bandwagon Approach

This way of persuasion tries to convince you that there is safety in numbers. It will stress how many people already use, buy or prefer a product or belief. The impression meant for you is that if so many people are sold, it must be okay and so you need not bother with comparing it to others or examining it too closely. This kind of ad may have lines such as "America's best=selling" or "America's leading" or "biggest" or "number one."

The Expert Approach

This uses facts and figures, charts and diagrams, and people who appear to be doctors or scientists or other experts. Often they will wear glasses, as if this somehow guaranteed that they are intelligent. An ad using this approach often sells medicines and personal hygiene products. It may show a person in a white coat in a laboratory or an office filled with books and papers. You are meant to get the impression that the person is really a doctor or scientist instead of an actor, and that the person has done relieable research.

The Sex Approach

This can be done two ways. One is to use a current sex symbol to draw attention to the product, such as Farrah Fawcett Majors selling cars or Joe Namath selling cologne.

The other way is to promise sexual fulfillment through use of the product. This kind of ad might feature a plain-looking person who after using a shampoo, perfume, toothpaste, etc., suddenly not only becomes incredibly attractive but is surrounded by other beautiful people.

The Fear & Guilt Approach

This tries to use your uncertainties to sell its product. A parent, for example, might feel uneasy about the family's eating habits. A childrens vitamin ad might use this uneasiness by seeming to say that if you pump your kid full of vitamins, you don't have to feel bad about not taking time to plan, prepare and serve wholesome meals or to see that your kids eat healthy foods instead of junk. Deodorant and foot powder ads often use a person's fear of smelling bad. Some ads even use people's fear of appearing ignorant.

The Snob & Slob Approach

The Snob Approach plays on a person's vanity or pride. It appeals to a person's desire to appear wealthy, sophisticated, "in the know." An ad for an expensive hair preparation, for example, has a women saying, "Of course, L*r*al costs more, but frankly, I'm worth it." A wine ad that uses snob appeal shows elegantly dressed people in rich surroundings to promise you if you serve your guests their particular brand of rosè wine, your guests will know you can afford the best.

The Slob Approach is the opposite from the Snob Approach. Slob ads use "down home," folksy-looking people to sell their wares. A current ad for a snack cracker shows ordinary, not especially attractive people putting everthing in the house on the cracker and just having a good time eating. Political candidates sometimes use this approach in propaganda by appearing in casual clothing instead of suits and ties, or by rolling up their sleeve and loosening their ties to show they are working people, just like us.

These are quick descriptions of some common approaches. You may discover additional ones by studying on your own. The next time your favorite t.v. program is interrupted by commercials or political messages, try analyzing it for the approach it is using instead of tuning it out. You need not soak it all up as gospel truth but you may find it an interesting hobby to try to figure out how it is trying to persuade you.

Most of the examples above were from advertising but propaganda uses them also. Many propaganda messages use the Bandwagon Approach, for example, or use famous people from t.v. and movies to try to influence your vote or your donations. Both Republican and Democrat political campaigns have used famous people on their telethons. Many charities have also used famous people, such as Jerry Lewis soliciting for muscular dystrophy monies.

An example of the Fear & Guilt approach used in propaganda is the picture of a diseased lung that appears in magazines to convince you to not smoke. Another example is the t.v. message that shows people injured because they did not buckle their safety belts while driving.

All of this is not to say that advertising is never for a fine product or that propaganda is never for a worthy cause. How effective they are depends on you: whether you take them in without thinking or whether you question them for their truthfulness. You may be capable of analyzing the messages aimed at you but you must use that ability to avoid being used. Many people are influenced without being aware of it. One of the oldest ways of influencing people, for advertising or propaganda purposes, is to say something loud and repeatedly. If something is said loudly enough and often enough, people will begin to believe it.

Some of the most offensive messages have no style, no humor, no wit, no taste. Instead, they present their message loudly and over and over and over. You might think this kind of message is so obvious that people would ignore it or else go out of their way not to follow it because it is so offensive. However, this kind of message is one of the most effective kinds. Why? Because it hammers into your memory the name of the product or candidate. When you need a product and are in a store looking at the different brands on the shelves, you may not think you choose a certain brand for any particular reason. You may really be choosing one brand over another because, while you have forgotten the ad, the brand name has been nailed to your memory.

To help yourself from being caught by any of the approaches we have talked about, here is a checklist of questions to ask yourself when you are exposed to advertising or propaganda, or before you buy a product. You may not wish to use this checklist every time but use it a few times to see whether this packet has been truthful; to see how much you may be influenced without knowing it; to increase your ability to think for yourself. You may then even want to add your own questions to the list.

1. Are any of the 5 approaches being used?
2. Does the approach give me reasons for following the message, or does it play on my emotions?
3. What is the message really promising me; what is it really trying to sell me?
4. Can it really deliver what it is promising?
5. To what kind of audience is it aimed? Am I a member of that audience?
6. Have I read the fine print or list of ingredients or warranty?
7. Do I really need it? Are there others just as good? Why should I go for this particular one?

Let's review, look at one last set of examples, then try the test.

Both propaganda and advertising want to persuade you to believe or to buy something. They persuade by giving you information that may or may not be entirely true. They may use one or a combination of 5 approaches: Bandwagon, Expert, Fear & Guilt, Snob & Slob, or Sex. They may drum a message into your unconscious through loud repeating.

You might be surprised to know how important psychologists are to advertisers and propagandists. These psychologists study how people react to colors, shapes, sounds and words. They use this information to help advertisers and propagandists design effective messages and containers. One way a business may get the most money for the least amount of product is by cleverly packaging it, using the psychologically "right" shape, color and name.

We are quite aware we live in inflationary times, that the price of everything seems to go up daily. Certainly, businesses have expenses, which also rise. Because their purpose is to make money, they raise the price of their products as their own costs increase. Some businesses, however, seem trickier than others. Here is an example, that may be of special interest to you if you are a coffee drinker.

Coffee prices have risen tremendously recently. A coffee seller might think about not only raising the price to meet his increased costs but also about a way to charge a higher price for a lesser amount of coffee. This way the seller would not just break even, but could increase his profit. How could he do this?

There is a current ad for a kind of instant coffee that says it is "mellowed with chicory to make the coffee better-natured, not bitter." "Mellowed" -- what does that mean? Chicory has been used for centuries to improve the taste of coffee. Some people don't like their coffee this way but many, including myself, do. In fact, I buy this kind of coffee regularly. But I realize that while the chicory gives a taste I like to the coffee, the addition of chicory to the product means there is less coffee. As honest as this coffee's ad seems to be, many people may not be aware that the word "mellowed" means not only that the taste is changed, but that the amount of coffee is stretched. You are not getting all coffee, you are getting part coffee and part chicory. How much coffee to how much chicory? Neither the ad nor the list of ingredients on the jar tell you. This is not especially dishonest but it is not immediately obvious that you are paying pure coffee prices for a product that is not pure coffee. If you are fully aware of what you are paying for and that is what you want, fine! How many people are fully aware?

337

354

"Mellowed" sounds much nicer, has a better connotation, than words like "stretched," or "adulterated."

An even cleverer product is a line of beverages that in their ads call themselves "international coffees." According to their ads, they seem to be the style of coffee drunk in countries such as Switzerland, France, Italy and Austria. (Perhaps an example of the Snob Approach.) They are even more expensive than regular coffee. What does a buyer really get? Here is where reading the fine print is important.

According to their list of ingredients, you get (by weight) more sugar than coffee, more vegetable oil than coffee, more corn syrup solids than coffee, and more other sweeteners than coffee. You pay twice as much for the mix of these ingredients than you do for many other instant coffees. One peculiar ingredient islisted as "finely powdered silicon dioxide." Another name for silicon dioxide is sand! If you want to pay coffee prices for sweetened, oiled, sandy coffee, that is your right. Have you also the right to know what you are actually buying? Haven't you the responsibility to find out what you are actually buying? Can you see the value of reading the fine print?

As an experiment or as a hobby, the next time you are shopping and find yourself putting products in your grocery cart, check the ingredients of the frozen dinners, the whipped toppings (not whipped cream), the frosted cereals, the pre-mixed, pre-sweetened drinks, the snack foods and decide how much of what you think is food is really chemical additives or substitutes. You may want to change your buying and eating habits. You may not. But at least you will be making a deliberate, informed choice. (Question: is this paragraph propaganda?)

If you found this packet interesting or useful, you may want to look at a monthly magazine called "Consumer Reports" at newstands or libraries, or at a book titled The Hidden Persuaders

PROPAGANDA & ADVERTISING

POSTTEST

1. What do propaganda and advertising both try to do?
2. What is the difference between propaganda and advertising?
3. What two parts of you do propaganda and advertising try to reach?
4. Who are some persons or groups who would use propaganda?
5. Who are some persons or groups who would use advertising?
6. Tell at least one useful thing propaganda can do for you.
7. Tell at least one useful thing advertising can do for you.
8. What is the difference between denotation and connotation?
9. What is the denotation of fib and lie?
10. What is the connotation of fib; what is the connotation of lie?
11. Bring in to your teacher 3 examples of advertising. If they appeared in a magazine, newspaper, etc., bring in the actual ad. Otherwise, write a brief description of the ad. Be prepared to answer these questions about your examples:
    - A. Does the ad use any of the approaches mentioned in this packet? If so, which approaches were used?
    - B. If you answered "no" to A, what name would you give the ad's approach?
    - C. What about the ad drew your attention to it; why did you choose it?
    - D. Whether or not you liked the ad, how well do you think it persuades? Give reasons in your answer.
    - E. What is the ad promising? Can it deliver what it promises?

PROPAGANDA & ADVERTISING

POSTTEST

12. Bring in to your teacher 3 examples of propaganda. If they appeared in a magazine, newspaper, book, etc., bring in the actual piece. If they appeared on radio, t.v., etc., write a brief description of them. Be prepared to answer these questions about your examples:

    A. Does the propaganda use any of the approaches mentioned in this packet? If so, which approaches were used?

    B. If you answered "no" to A, how would you name the approach used?

    C. What about the propaganda drew your attention to it; why did you choose it?

    D. How well do you think the propaganda persuades? Give reasons in your answer.

    E. What weaknesses do you see in it; how would you change it to make it more persuasive?

    F. What belief or practice does the propaganda really want you to begin or to stop?

13. Using one of the approaches mentioned in this packet, or using an approach that you invent, compose one short advertisement or one propaganda message for a product or topic of your choice. DO NOT simply copy an ad or message already in use. You may want to use drawings or pictures along with your message.

HOW TO READ FASTER

The actual amount of reading you are expected to do while in school probably increases each year. If you can increase your speed of reading at the same time that you are expected to read greater amounts of material, it will be a great advantage to you. Reading the following tips and suggestions over once or twice will *not* automatically make you a faster reader. The key word is *practice*. Be practicing some or all of these suggestions, I'm sure you will find your speed increasing.

The first thing to do in increasing your speed is to get rid of any bad reading habits that you may have.

1. Do you move your lips when reading silently? Hold your finger over your lips or hold a piece of paper between them. Try to break this lip movement habit. You will never read fast if you say each word with your 2 lips. Let your mind "say" the words.

2. Do you point to words with your finger as you read? Hold your book with both hands, one on each side of the book. Then you won't have a free finger to use in pointing while reading. Your mind can leap ahead and read much faster than you can point to words.

3. Do you move your head from side to side as you read? Try nesting your chin in one hand and *hold it still*. Since the head movement prevents fast reading, make your hand keep your head from moving.

4. Do you often go back over a line of print because you think you've missed something? This may be because you can't pronounce some of the words or because you don't get the meaning of certain words or phrases or sentences. Hard work on pronunciation and meaning of words will help you in meeting this problem.

5. Do you read one word at a time? If you read no more than If you read no more than one or two words at a time, you need to work hard in learning to take in more words at each glance as your eyes travel across the lines of print.

This is the real secret of reading fast;being able to take in entire groups of words at a glance instead of only one or two. As soon as you learn to read for ideas instead of reading separate words or small groups of words, you are on the road to speedier reading. Read in "thought units" and force your eyes along the lines of print as fast as you can make them go. Anyone who practices doing this can increase his speed in reading.

Now to do some practicing:

The first paragraph of the story below is divided into word groups, each of which represents an idea. Try to read each of these groups with just one glance. Fix your eyes in the middle of the group and try to read all the words on both sides without moving your eyes. Then rapidly move on to the next group and fix your eyes in the middle of that group, and so on.

After you have practiced reading the "thought units" in the first paragraph, read the rest of the story. Try to grasp several words at each glance, as you did in the paragraph which was marked for you.

1. No one knows/exactly when or where/the first ice skates/ were made./ But we do know/that as long ago/as the Stone Age,/men in northern/Europe and in Siberia,/where winters/ bring much snow and ice,/made themselves skates/out of bones./ Remains of/such skates/have been found/in Scandinavia,/ the Netherlands, Germany, Switzerland, and Great Britain./ After the Middle Ages,/bone runners/were succeeded/by wooden-bladed skates./ Later there appeared/skates made of iron./ They were clumsy and crude,/but a great improvement/over the heavy wooden runners.

2. In 1642, soon after the appearance of iron skates, the first skating club on record was organized in Scotland. It was more than two hundred years, however, before people in the United States became interested in skating as a sport. In 1850, E.W. Bushnell of Philadelphia made some skates with steel blades. Though they cost $30 a pair - a lot of money in those days - Bushnell was swamped with orders. His light, strong steel skates for the first time gave skaters a chance to twist and turn and skim on the ice. From then on the popularity of skating as a sport increased rapidly.

3. Steel skates made possible the revolutionary new art of figure skating. It was developed by an American ballet teacher, Jackson Haines, who moved to Vienna at the time of the American Civil War. He noticed that the Viennese liked to skate but moved around in aimless fashion. Why not transfer dance movements to ice? thought Haines. The idea caught on, and by 1864 Haines had his pupils gliding and waltzing on ice to the accompaniment of music. Europeans immediately took up the new sport, but in the United States there was little interest in figure skating until 1936, when Sonja Henie, three-time Olympic champion, appeared on the scene with her professional ice show.

4. Modern skating really came of age with the successful development of artificial ice. It is true that natural ice gives better spring to the skater, but it is practically impossible to control the wind that ripples water as it freezes naturally. Artificial ice is easily controlled, indoors, to provide a glasslike surface. Man-made surfaces now permit enthusiasts to skate all year round, in any weather.

Now let's practice some more rapid reading. Remember to try to take in several words at a glance. This time you will be asked some questions at the end of each paragraph, so also try hard to concentrate and remember what you are reading about!

DIRECTIONS: Read each paragraph as rapidly as you can and the four statements that follow. Circle the letter of the sentence that states the central or main idea of this paragraph.

1. Although an egg appears fragile, its shell is remarkably strong. This is because its oval shape embodies the same principle as an arched bridge. Eggs will bear extremely heavy weights on their rounded sides before breaking. Scientists have found that the average weight needed to crush a fowl's egg is 9 pounds. They had to pile 13 pounds on a turkey's egg before it gave away, 26 pounds on a swan's egg, and 120 pounds on an ostrich egg before it broke.

   a. Eggs are fragile and easily broken.
   b. The ostrich's egg is the strongest.
   c. The shape of an egg is important.
   d. An egg's shape gives it remarkable strength.

2. Eggs are not all shaped alike. Birds that lay their eggs in sheltered places (in nests or hollow trees or underground burrows) usually lay oval or spherical eggs. But many sea birds, which nest on rocky ledges, lay pear- or cone-shaped eggs that taper sharply from the broad end. The guillemot, an arctic bird, makes no nest and often lays its single egg on the flat ledge of a cliff. If the egg were spherical, it might be knocked over by the birds or blown off by the wind. Because the egg is pear-shaped, it

does not roll when bumped but swings around around in circles. Birds that lay many large pear-shaped eggs arrange them with the narrow pointed ends inwards and almost touching, so as to pack as many as possible under the mother's breast.

a. An egg's shape is suited to the conditions under which the bird lives.

b. The guillemot lays a pear-shaped egg.

c. The shape of an egg is its most interesting feature.

d. A pear-shaped egg is safest from danger.

3. There is another big difference in the eggs laid by various birds. The quarter-inch-long eggs of hummingbirds go 60 to the ounce; a single ostrich egg may weigh 3 pounds. Between these extremes is the domestic hen's egg of 2 to 2 1/2 ounces. A naturalist ounce found that an empty ostrich egg shell would hold up to 18 hens' eggs. Ostrich eggs are small stuff, however, compared with the eggs of the now extinct elephant bird. Some eggs of this huge flightless bird discovered in Madagascar are 13 inches long. You could break 6 ostrich eggs or 150 hen's eggs into one of them.

a. The elephant bird laid eggs even larger than those of the ostrich.

b. The eggs of one bird are different from those of other birds.

c. Most birds' eggs weigh about the same.

d. There are noticeable differences in the size of different birds' eggs.

She was shown in barns or tavern sheds, and everywhere she went she attracted the crowds. People came from several surrounding counties. Wherever a group gathered, the talk was about Bailey's strange jungle exhibit.

Bailey made so much money with Bet that a number of his friends began to foresee a profitable future in the show business. In those days the village of Somers, in Westchester County, New York, was a business center for cattlemen. These cattle dealers came from western states with droves of cattle and sheep, which were fattened for market in the surrounding pastures. New York, fifty miles away, drew from this source its chief supply of butchers' meat.

Among the villagers on Somers Plain that profited from the cattlemen's trade were two brothers, Gerard and Thaddeus Crane. Like their townsman Bailey, they prospered and bought an elephant. A bill of sale dated 1825 shows that they purchased from Marcus Carmel "one equal and undivided third part of a female elephant" for $3,000.

Forthwith, they took their elephant on tour, going as far South as Mobile, Alabama. There they bought a lion, a lioness, and two cubs - the first lion cubs ever exhibited in the United States. Riders, acrobats, and clowns were added to "The Great London Circus", which later developed into a large and celebrated organization. Other Westchester County villagers went into circus business, and for many years the countryside near Brewster was used as winter quarters for old-time "rolling shows" and their animals.

"Old Bet" died about 1821. Barnum's "Greatest Show On Earth" was not opened until about forty years later.

Bailey, having started the first American animal show, had gained a modest fortune. He now opened the Elephant Hotel in Somers in 1827 on a much-travelled highway. On the grassy triangle in front of the hotel, he put up a granite monument. Above the monument he attached the wooden figure of an elephant. The red brick building still stands at the cross-roads, where the image of "Old Bet" rides the plain on which she made circus history over a century ago.

	Hr.	Min.	Sec.
Ending Time	______	______	______

Write you "Beginning Time" and your "Ending Time on the spaces below. Then subtract your beginning time from your ending time to find the total time - minutes and seconds - that it took you to read "Old Bet".

	Hr.	Min.	Sec.
Ending Time	______	______	______
Beginning Time:	______	______	______

Total Time: __________ (in seconds)

Here's an example. Suppose you started reading at 10 minutes after 10 o'clock and you finished at 12 minutes and 20 seconds after 10. Your figures would look like this:

	Hr.	Min.	Sec.
Ending Time	10	12	20
Beginning Time	10	10	
Total Time		2	20

Total time is 2 minutes, 20 seconds, or 60 (seconds) x 2 + 20= 140 seconds

Next you need to divide the number of words in the selection by your total reading time in seconds. The number of words in "Old Bet" is 500.

So - the number of words you read per second is 500 ÷ 140 = 3.57. To find the number of words you read per minute, you just multiply 3.57 x 60. That equals 214.20 (3.57 x 60 = 214.20). In round numbers you read 214 words per minute or WPM. Now compute your own actual WPM for your reading of Old Bet.

Total ____________________ in seconds
No. Words ____500____ x 160 = ________________ WPM
No Seconds

In the next reading selection, again compute your WPM. Let's hope it is higher!

Beginning Time ________ ________

CAMELS IN CALIFORNIA

Though it seems strange to think about now, camels once roamed the deserts of California just as they roam the Sahara Desert today.

In 1848, just before the gold rush, Major Henry Wayne suggested importing camels into this country to serve in the desert regions of the West. They could do the army's heavy hauling, and could carry men and supplies on short scouting trips.

But it was eight years before he convinced the government that it was a good idea. A group of army officers was finally sent to Egypt to purchase the camels. It took another year to reach Egypt, buy the animals, and return with them. They landed at Indianola, Texas. Another shipment of the huge animals was landed near San Antonio, Texas, and it was from here that their long trip to California began.

Edward Beale was asked to take the camels over twelve-hundred-mile journey. He chose the hottest, driest time of the year, and set off in June, 1857, with twenty-eight camels and the men to handle them.

Some of the men were American army men, some native Egyptians who had come over with the animals.

For almost four months they travelled across the hot dry desert. There was little food or water for the animals along the way, but the camels seemed well content with worthless shrubs, and what water they could find. They had great strength and speed.

But the men who worked with the animals were no so content. The camels were cross and difficult to handle, and this slowed things down. But finally the trip was over and the army men were well satisfied. They now planned to use the camels on mail routes as well as for army trips.

Once in California, the beasts caused great excitement as they travelled through a number of small towns and then into Los Angeles. The army mules were afraid of them, and so was everyone who saw them. In Los Angeles, however, the people made a rush to ride them after they got over their fear.

But from there on trouble started. Even though the camels could carry a thousand pounds, the army men hated working with them. They would much rather work with their mules. The Egyptian natives were unhappy and left for their own country. The mail idea fell through. The army became disgusted with the whole plan. In 1864, the camels were sold at the Sacramento State Fair. Some were bought to carry supplies,to the Nevada silver mines. Some were sold to zoos and circuses. Beale bought some and used them for work on his ranch, and for pleasure trips throughout the country.

After a time all of them disappeared. Some died quietly at the end of their days. Some wandered into the desert. In time there were no longer any camels in California. Now only the people who are interested in California's history know about the days when camels roamed the deserts of that state.

	Hr.	Min.	Sec.
Ending Time	______	______	______
Beginning Time	______	______	______
Total Time	______	______	______

No Words 495 x 60 = ____________ WPM

No Seconds

While it is important for you to increase your speed of reading, you should never read so fast that you fail to get the meaning. Write yes or no after each of the statements below to find out well you understand the story "Camels in California."

1. Major Henry Wayne wanted to bring camels to California to help in mining gold. ________________
2. A group of army officers went to Egypt to purchase the camels.__________
3. They landed the animals at New Orleans.______________
4. It took about 6 months to drive the camels across the country to California. ____________________
5. Army men planned to use the camels on mail routes and for army trips. ______________
6. The Los Angeles people made a rush to ride the camels.______________
7. The men found it easier to work with camels than with mules.___________
8. The army gave up the idea in 1864. ________________
9. Some of the camels were sold to carry supplies to silver mines in Nevada. ___________________
10. Some of these camels still roam the deserts of California. _____________

How did you do? Check your answers with the answer key. Continue to practice reading more rapidly and to compute your WPM.

HOW TO USE THE LIBRARY

PRETEST

None.

Each student should read the packet and complete hhe exercise found on page 6.

OBJECTIVES

1. The student will be able to explain how non-fiction books are organized in a library.

2. The student will be able to classify books by their titles in the correct subject area of the Dewey Decimal System.

3. The student will be able to explain the term "call number."

4. The student will understand and be able to use the subject, title, and author catalogues.

5. The student will be able to explain how fiction books are organized in a library.

6. The student will be able to define the term "biography."

How to use the Library

Almost every town across the nation has one thing in common with all the rest; a library. Wherever you go, there will always be one nearby. And why not use it? It's free, which is much cheaper than a bookstore, and it can provide hours of entertainment of information on anything from how to cook lamb to how to repair a car.

Before you can use the library, you need to know how to go about it. It may seem at first that it is impossible to find the book you want among the thousands that fill a library, but they are arranged according to a very logical system. All of the non-fiction books have their own system of arrangement. The man who devised this system was John Dewey, and he began by deciding what early man thought about and when. First of all, he reasoned, man thought about himself, so Dewey made philosophy (including psychology) his first group. As soon as man became a little more advanced, and it didn't take long, he began peopling the heavens and earth with gods and demons, and so the second group is religion (including mythology). Man was mostly concerned with himself and his gods for a while, but then he became interested in others too, and began to set up governments, work out systems of economics, and try to understand other people. This third group Dewey called social sciences.

By this time, men had worked out languages to describe all these things they were thinking about, and language became the forth group. Language made it easier for man to take what he saw in the work around him and organize it into science, so science is the fifth group. Science, of course, led the way to agriculture, engineering, and all the other practical uses of science, which Dewey organized into a sixth group which he called useful arts.

When the useful arts had made life easier, there was time for painting, sculpture, and music. These Dewey called fine arts and put in a seventh group. Very much like these fine arts is literature, which man was not satisfied to just create all these things; he wanted a record of what he had done, which is history and the ninth group. With all this out of the way, men had time to travel, which became the tenth group, and to tell about the men who had done it all, which is biography and the eleventh group. Finally, man needed to put all of his knowledge in easy to get to form, so he wrote encyclopedias and the like. These are called general works and make up the last group. (As you will see, this group is given the number 10, but since 10 is really the beginning of counting again, it is called zero and put at the beginning.)

Whether Dewey's history was right or not, he did come up with a system of organizing books which makes it much easier to find them. His system is called the Dewey Decimal System, and it looks like this:

000 - 099 General Works

100 - 199 Philosophy

200 - 299 Religion

300 - 399 Social Sciences

400 - 499 Language (including dictionaries and grammar)

500 - 599 Science

600 - 699 Useful Arts

700 - 799 Fine Arts

800 - 899 Literature

900 - 909 History

930 - 999 "

910 - 919 Travel

920 - 929 Biography* (arranged according to the last name of the person written about)

The Dewey Decimal System helps you to locate your non-fiction book, but it doesn't do the whole job. Now you've found the proper section of the library. but that still includes a lot of books. The next step is to look for the specific subdivision. Each subject has its own subdivision within the group. For instance, "aviation" is a useful art, so it would be located somewhere between 600 and 699. However, "aviation" is a particular kind of useful art, just as agriculture and engineering are, so it has its own special number. The number for aviation is 629.1. However, there are still plenty of books with that number, because there are many books on aviation, so you need to know the author's name. If it is Hood, for example, you will look through the 629.1 books until you come to "H", since they are arranged alphabetically within each subdivision. Your book, then, will have the number 629.1 H.

This whole thing is called the call number of a book, and it is written on the spine (back edge) of the book. If you know the call number, you will have no trouble finding the book. However, very few of us go around with the call numbers of all the books we are likely to use in our heads (although it is a good idea to at least know the general subject grouping -- it helps a lot if you are browsing and interested in seeing what is available on a certain subject). So how do you find a book if you don't know its call number?

Let's say that all you know is that you want a book on deep sea diving. You don't know the author, the title, or the call number. In the library you will find several large cases with many small drawers. These are called card catalogues. There are three kinds of card catalogues, the subject, title, and author catalogues. Since all you know is the kind of book, or subject, you look in the subject catalogue. Each drawer is labeled with the part of the alphabet it contains. For "diving", we look in the one marked "Deo - Diz" (yours may be labeled slightly differently). Now thumb through the cards until you come to "diving". There you will find a card for each book on diving. A subject card looks like this:

DIVING, SUBMARINE
797.2 Poole, Lynn.
P Diving for Science. Pictures by
Jeanne Bendick. New York, Whittlesey
House 1955
160 p. illus. 21 cm.

1. Marine biology. 2. Ocean bottom.
2. Diving, Submarine I. Title
QH91.P58 797.2 55-9550
Library of Congress

Let's look at the card. The top line is the subject. Below that and in the left-hand corner is the Dewey Decimal System number. Beside it is the author's name. The next line gives the title, and with it is the publisher, place of publication, copyright date, and some information about the book. Below all this are some other places you might look for more books on this subject. Finally, the Library of Congress number is given. This is another system of arranging books, like the Dewey Decimal System, but not as common.

Perhaps you know a little bit more about the book you are looking for than just the subject. Perhaps you know the author of the book (or simply that you are interested in any book by that author) or the title of the book. For this you will look in either the author or the title catalogue. The system is the same: Each drawer contains a certain part of the alphabet and you locate the one which will contain the author's name of title for which you are looking. Here are an author and a title card. Look at them and see if you can identify each part.

```
797.2    Poole, Lynn.
P           Diving for science.  Pictures by Jeanne
         Bendick. New York, Whittlesey House 1955
            160 p. illus. 21 cm.


            1. Marine biology.  2. Ocean bottom.
          3. Diving, Submarine        I. Title
          QH91.P58           797.2     55-9550
          Library of Congress
```

Author Card

Diving for science
797.2 Poole, Lynn.
P Diving for science. Pictures by Jeanne
Bendick. New York, Whittlesey House 1955

1. Marine biology. 2. Ocean bottom.
3. Diving, Submarine. I. Title
QH91.P58 797.2 55-9550
Library of Congress

Title Card

Fiction books are not included in the Dewey Decimal System. They are all arranged by themselves. Usually adult fiction is separated from children's fiction, and sometimes children's books are divided into two groups: children's (to about third grade) and juvenile (from there to adult). You will be most interested in adult fiction, probably, but all fiction books are arranged the same way: alphabetically according to the author's last name. This means that all the books written by people with last name's beginning with "a" come first, then those beginning with "b", and so on. These books are not arranged according to subject, so you won't find them in the subject catalogue, but they are included in the title and author catalogues.

6

How To Use The Library

Name________________________

I. What general subject of the Dewey Decimal System would each of these books come under? (The last one is done for you.)

Title	Group	Number
1. A Treasure of Philosphy		
2. The Spice Islands Cookbook		
3. The Living World of Shakespeare		
4. World Book Encyclopedia		
5. World Famous Paintings		
6. The Bible Companion		
7. How to Increase Plants		
8. You and your Senator		
9. History of the American Frontier		
10. Language in Thought and Action		
11. Bulfinch's Mythology		
12. Nature and the American		
13. Orient Travel Guide	Travel	910-919

II. Multiple choice

1. You are looking for a book on South America. You will look in the
a)____Subject catalogue b)____Title Catalogue c)____Author catalogue

2. You are looking for a book by Eugene O'Neill. You will look in the drawer
a)____Nee - Ney b)____Oni - Ony c)____Omm - Oni

3. You are looking for The Complete Works of William Shakespeare. It is most likely to be in the section labeled
a)____600-699 b)____700-799 c)____800=899

4. The fiction book which would come first on the shelf would be
a)____ Babbit by Sinclair Lewis b)____ The Jungel by Upton Sinclair
c)____ Hiroshima by John Hersey

5. The biography which would come cirst on the shelf is
a)____ The True William Penn b)____ Henry Hudson c)____ Admiral Perry

6. Define:
Biography

SYLLABUS

READING FOR PLEASURE

Week 1	Student Survey Pretest Literature Packet
Week 2	The World of Fiction Packet
Week 3	The World of Fiction Packet
Week 4	The World of Nonfiction Packet
Week 5	The World of Nonfiction Packet
Week 6	How to Read Magazines and Newspapers
Week 7	How to Read Poetry Packet
Week 8	How to Read Poetry Packet
Week 9	How to Read a Play Packet
Week 10	How to Read a Play Packet
Week 11	Free Reading with Report/Review
Week 12	Free Reading With Report/Review End of Term Student Survey

Requirements:

1. Six Packets, including literature assigned from any packet
2. Student's choice of literary selections, with a report or review of each reading

General Instructions to the Student:

This syllabus was designed to give you a suggested schedule or your assignments in this class and the requirements which you must meet. If you have problems or questions at any time, ask your instructor.

You will be given a folder to keep all of your work in. Stapled to the inside cover, you should keep a journal that states what you have worked on each day.

Your instructor should have additional activities for your use if you need--or just would like--to work on a skill studied in any of the packets. Just ask her/him.

Reading for Pleasure {RDG. IMP. IV} Syllabus

A GENERAL INTRODUCTION TO LITERATURE

WHAT IS LITERATURE?

Literature can be defined as "life itself" as recorded and interpreted by the best minds and the great masters of the written language. It ranges from the simple beauty of a lullably to the profound insights expressed in a work of philosophy. People and places, objects and relationships, actions and emotions--these are the raw materials of literature. Literature covers all of the elements that make up life. These elements may be handled in a light or serious manner and in a variety of forms. The only essential requirements are imagination, understanding of human nature, and mastery of the language.

Since the great authors describe and clarify the experiences that all of us face, you can profit by what they have to say. Our own lives can be enriched through reading.

From literature you gain ideas and ideals of universal value. These ideas and ideals are mainly expressed in the following literary forms or types: short stories, novels, biographies, essays, poems, and plays.

READING FOR INFORMATION

There are many ways in which you can gain information from literature.

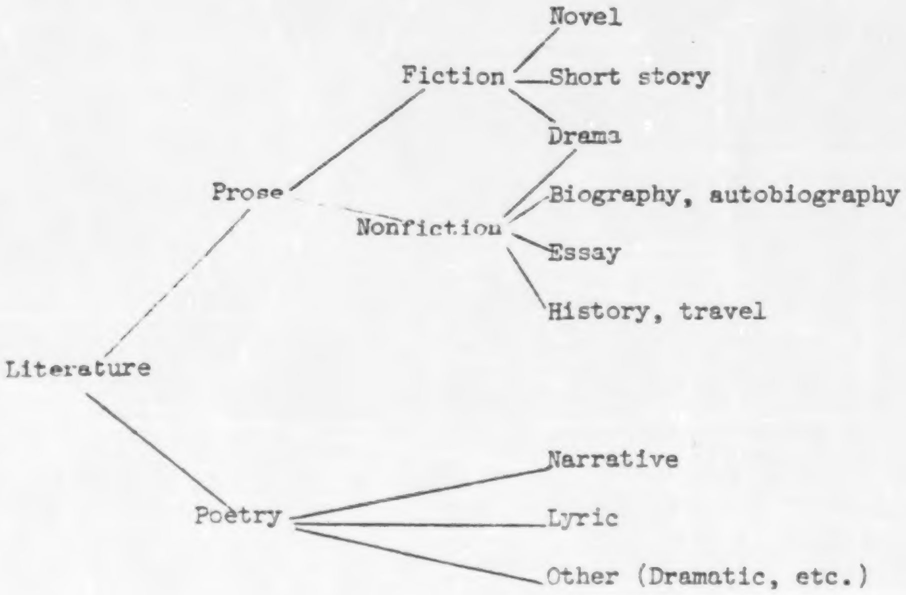
1. You may learn how people of other states or countries live.
2. You may learn how people of other times lived.
3. You learn how individuals have identified themselves.
4. You learn how individuals of many different times and places have met the problems that life presents.
5. You learn that problems affecting you now have their roots in the past, and have, in one form or another, involved people all over the world.
6. You learn about the struggles and joys of the past. This knowledge of great books is part of your cultural heritage.

READING FOR ENTERTAINMENT

Reading can and should be fun. This applies to many different types of literature. Literature with a light, humorous touch can make you smile, chuckle, or laugh out loud. Adventure, mystery, and detective stories can take you into a fascinating world of make-believe that appeals both to your sense of logic and to your emotions. Love stories appeal to the desire for romance that we all feel. Science-fiction presents the possibilities of the future wrapped around a core of facts.

CLASSIFICATION OF LITERATURE

Literature in general is divided into prose and poetry. Under prose we commonly list fiction and nonfiction. The following diagram illustrates the common method of classifying literature.


Novel
Fiction
Short story
Drama
Prose
Biography, autobiography
Nonfiction
Essay
History, travel
Literature
Narrative
Poetry
Lyric
Other (Dramatic, etc.)

EXERCISE

DIRECTIONS: Read the following questions. Then answer them in the space provided below each.

1. Name six major forms or types of literature.

2. Give an example of each form citing the author, title, and general content of each.

3. Name at least one book you have read which you consider important enough to be listed as a part of your "cultural heritage." Explain.

4. Name one book you have read from each of the following catagories: (1) how people of other countries live, and (2) how people lived in earlier times. Tell what you learned from these books.

FICTION

PRE-TEST

PART A

DIRECTIONS: In one or two sentences, briefly define the following terms in the space provided below each.

1. story types

2. characters

3. setting

4. plot

5. theme

PART B

DIRECTIONS: Select a short story or novel which you would like to read. When you have finished your reading, analyze the story and complete the diagram which illustrates the elements of fiction as they are found in your story. (You will find a copy of the diagram on page 3.)

PURPOSE

The purpose of this packet is to define the elements of fiction and provide exercises in identifying those elements in fictional works.

OBJECTIVE

The student will be able to define the following terms and apply them to her/his personal reading.

I. Type of story
II. Characters
III. Setting
IV. Plot
V. Theme

INTRODUCTION

WHAT IS FICTION?

When we talk about fiction, we're speaking of stories which deal with life as seen through the imagination of the author. Fiction may appear to be true, but it is not. It may be based on truth, but all the characters are manipultated by the author. You may learn from fiction, but its main purpose should be entertainment.

ELEMENTS OF FICTION

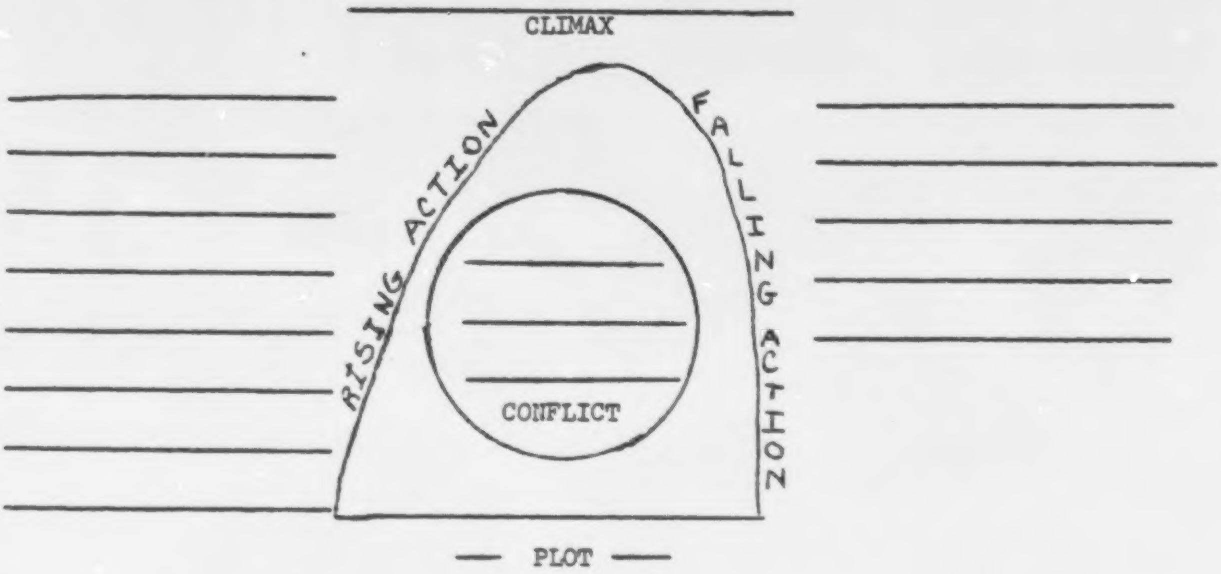
When you finish reading this packet, you should be able to define the following terms and apply them to your personal reading. On the next page you will find a diagram of the parts which make up fiction. You will be required to fill out such a chart for a book you have read when you finish this packet.

I. Type of story
II. Characters
III. Setting
IV. Plot
V. Theme

Story title: ____________________ Name: ____________________

Author: ____________________ Date: ____________________

Type: ____________________


CLIMAX
RISING ACTION
FALLING ACTION
CONFLICT
— PLOT —

THEME: ____________________

____

SETTING:

1.
2.
3.
4.

CHARACTERS:

1.
2.
3.
4.
5.
6.
7.
8.

PART I

TYPE OF STORY

There are many different kinds of fiction. The two main types are the short story and the novel.

A. WHAT IS A SHORT STORY?

A master of the short story, Edgar Allan Poe, has defined in it this way. A short story should always be short enough to read in one setting of no more than an hour and a half and should have one set of events and one effect on the reader.

B. WHAT IS A NOVEL?

The novel is a much longer prose work than the short story. Unlike the short story, the novel can establish many moods, present many series of events, and introduce numerous characters.

In addition to these two general kinds of fiction, one can also classify a story as one of the following specialized forms of fiction.

HISTORICAL FICTION

Historical fiction deals with an event, person, or period from the past and is probably the most factual form of fiction, since the writer has usually done a great deal of research before beginning his book. Still, the story itself is mostly how he imagines it to have been, not as it was. Historical fiction should never be confused with biography, for example, which is a true story of someone's life.

WESTERNS

Westerns are somewhat like historical fiction in that they are also set in the past. However, while historical fiction is mostly concerned with the period, person, or event and with how things were in that time and place, westerns—stories about cowboys, Indians, and so on in the West—are far more interested in telling an action packed story. As a result, accuracy often gives way to action.

SCIENCE FICTION

Unlike historical fiction and westerns which go back into the past for their stories, science fiction stories look to the future. It is hard to say how much truth there is in science fiction, but we can look at individual stories to see which seem more possible (sometimes even likely.) They can range all the way from exciting but not too realistic--little green men and purple monsters--to the certainly no less frightening but much more possible Big Brother totalitarianssm of George Orwell's *1984*.

ADVENTURE

The main ingredients of a good adventure story are excitement of the unknown and a little danger sprinkled throughout. Often one identifies with the main character, especially if he/she turns out to be the "hero who saves the day."

SUPERNATURAL

Books on the supernatural are becoming more and more popular and are found both in the fact and fiction sections of the library, and it is important not to confuse the two. Like science fiction, stories of the supernatural may seem more or less possible, depending partly on the story itself and partly on the reader's belief in the supernatural.

MYSTERIES AND DETECTIVE STORIES

Mysteries and detective stories usually have little truth in them, although sometimes a writer may use an actual crime as a basis for his/her story. Mystery and detective stories, like those of the supernatural, are usually full of suspense.

ROMANCE STORIES

Romance stories are much like daytime television serials. They tell of love and everyday experiences, although some do have some action in them.

FANTASY

A child quickly learns that a story that begins "Once upon a time" will tell of magical happenings which will ultimately lead to a "happily ever after" ending. This is what we call "fantasy" which must be read in a spirit of willing belief.

FABLE

A fable is a story in which the characters are animals who speak and act like human beings. A fable is usually very short and teaches a lesson. The Greek slave, Aesop, is probably the most famous author of fables. (Remember the story of the race between the tortoise and the hare.)

PARABLE

A parable is a story which deals with real life situations and whose characters are human. It usually has a more serious tone than the fable, but it still teaches a moral. Some of the best known parables are those in the Bible. A good example is the story of the Good Samaritan.

ALLEGORY

Like the fable and the parable, the allegory gives moral instruction. But the allegory is more complex in structure. It has meaning on two levels. The reader must discover the underlying meaning which is usually concerned with a religious, moral, or ethical problem. _Animal Farm_, _Lord of the Flies_, and John Bunyan's _Pilgrim's Progress_ are allegories. In _Pilgrim's Progress_, the character named Christian takes the reader with him as he travels through places like "Slough of Despair" and "Vanity Fair" until the destination, "The Celestial City," is reached. On one level the story is merely a tale of this journey. But on a deeper level, it is the story of the problems man encounters on his search for salvation.

The fiction you read may be classified as one of these kinds of stories, or maybe as a combination of one or two types. If you have any questions about these classifications, ask your instructor.

EXERCISE I

DIRECTIONS: Read the following questions and then answer each in the space provided below each question.

1. State two important differences between a short story and a novel.

2. Name one thing that the fable, the parable, and the allegory have in common.

3. How does a western differ from historical fiction?

4. How does one determine the difference between science fiction stories and stories based on the supernatural?

5. Name one mystery story or detective story that you've read and tell why you have classified the book as such.

6. What is a romance story?

PART II

CHARACTERS

Characters are the "who" in a story. Usually characters are people, but they can be animals or even things.

HOW DO YOU INTERPRET THE PERSONALITY OF A CHARACTER?

Basically you get to know the characters in a story through their actions, thoughts and speech.

Some of the ways the writer will use to help you understand the characters are:

(1) The writer may describe how the characters act. He/she may describe a situation in which the characters do things that show what kind of people they are.

(2) The writer may describe what the characters are thinking. He/she lets you get to know the characters by hearing what they think about what is going on in the story or about the other characters.

(3) In some stories, the writer may even tell the story through one character's thoughts, using the word "I.". You, the reader, have the feeling that the character is thinking out loud.

(4) The writer may let his characters speak. Through the dialogue of characters you learn what kind of people they are, how they react or feel.

(5) The writer may make a direct statement about a character, telling you what he/she thinks or the character.

WHAT KINDS OF CHARACTERS ARE THERE?

(1) General: Many of the minor (less important) characters in a story are generalized. You usually have to decide what kind of person they are by seeing what is said about them by either the author or another character.

(2) Flat (Stereotype): Minor characters may also be described with

little individuality and as merely a representative of a particular class. (For example, the beautiful dumb blonde is a famaliar stereotype.)

(3) Round: The main character, the protagonist, is usually the individualist, or round character. His/her personality is more complex. The writer tries to make him appear "real" to you. He/she usually is the most interesting type of character in a story.

These are some questions you should ask yourself as you read a story.

(1) Are the characters realistic?

(2) Do the characters change and grow as the story goes on?

(3) Can you identify with the characters?

(4) Can you apply anything you learn from the characters to problems in your own life?

EXERCISE II

DIRECTIONS: Read the following opening of a story. Then read the questions which follow the story. Read the story again with those questions in mind. Answer the questions in the space provided below each.

> Rosemary Fell was not exactly beautiful. No, you couldn't have called her beautiful. Pretty? Well, if you took her to pieces ...But why be so cruel as to take anyone to pieces? She was young, brilliant, extremely modern, exquisitely well dressed, amazingly well read in the newest of the new books, and her parties were the most delicious mixture of the really important people and...artists--quaint creatures, discoveries or hers, some of them too terrifying for words, but others quite presentable and amusing.
>
> Rosemary had been married two years. She had a duck of a boy. No, not Peter--Michael. And her husband absolutely adored her. They were rich, really rich, not just comfortably well off, which is odious and stuffy and sounds like one's grandparents. But if

Rosemary wanted to shop she would go to Paris as you and I would go to Bond Street. If she wanted to buy flowers, the car pulled up at that perfect shop in Regent Street, and Rosemary inside the shop just gazed in her dazzled, rather exotic way, and said: "I want those and those and those. Give me four bunches or those. And that jar of roses. Yes, I'll have all the roses in the jar. No, no lilac. I hate lilac. It's got no shape." The attendent bowed and put the lilac out of sight, as though this was only too true; lilac was dreadfully shapeless. "Give me those stumpy little tulips. Those red and white ones." And she was followed to the car by a thin shopgirl staggering under an immense white paper armful that looked like a baby in long clothes...

One winter afternoon she had been buying something in a little antique shop in Curzon Street. It was a shop she liked. For one thing, one usually had it to oneself. And then the man who kept it was ridiculously fond of serving her. He beamed whenever she came in. He clasped his hands; he was so gratified he could scarcely speak. Flattery, of course. All the same, there was something...

"A Cup of Tea" by Katherine Mansfield

1. After reading the excerpt from "A Cup of Tea," which character do you think is the protagonist?

2. What type of character does Rosemary appear to be?

3. What type of character does the flower shop attendent appear to be?

4. What type of person is Rosemary?

5. What information in the story led you to the conclusion you made in question 4?

PART III

SETTING

The setting is the background of the story. The setting is the place in which and the time when the action occurs.

Clues as to the setting of a story may be given in many ways.

(1) Description of setting: Usually the writer gives you the setting through descriptive writing.

You sometimes find long descriptive paragraphs of the setting in novels and may be tempted to skip them and move onto the action. This is not a wise practice though. Such descriptions of the setting help to explain the forces working on the character and gives you a better understanding of why they behave the way they do. Knowing that the setting is wartime Vietnam, for example, helps you to understand why the character's actions are different than if the story took place today in Beverly Hills, California.

In a short story, very little setting is usually described. You, the reader, must use your imagination to complete the total picture.

(2) Dialogue: Perhaps the writer will give a clue as to the setting of a story through a word or phrase in a character's speech.

(3) Description of dress: A good reader is somewhat of a detective. If the author states the story takes place in America during the month of January and characters are dressed in sundresses, would you guess the story is set in the North or South?

(4) References to historical events: Although the writer may not state the time setting of the story, you may approximate the time period if, for example, the character has just heard that Nixon has been impeached.

The setting of a story is important. It will help you understand the character. It often helps set the mood of the story. (Is it a dark, rainy night or bright, sunny day?) Or perhaps the setting will lend realism to a situation. (Ordinarily you would question a robot serving lunch; but in a science fiction setting, you may be willing to accept it.)

EXERCISE III

DIRECTIONS: Read the following story through once. Then read the questions which follow it. Read the story again with those questions in mind. Answer the questions in the space provided below each.

About fifteen miles below Monterey, on the wild coast, the Torres family had their farm, a few sloping acres above a cliff that dropped to the brown reefs and to the hissing white waters of the ocean. Behind the farm the stone mountains stood up against the sky. The farm buildings huddled like the clinging aphids on the mountain skirts, crouched low to the ground as though the wind might blow them into the sea. The little shack, the rattling, rotting barn were gray-bitten with sea salt, beaten by the damp wind until they had taken on the color of the granite hills. Two horses, a red cow and a red calf, half a dozen pigs and a flock of lean, multicolored chickens stocked the place. A little corn was raised on the sterile slope, and it grew short and thick under the wind, and all the cobs formed on the landward sides of the stalks.

Mama Torres, a lean, dry woman with ancient eyes, had ruled the farm for ten years, ever since her husband tripped over a stone in the field one day and fell full length on a rattlesnake. When one is bitten on the chest there is not much that can be done.

Mama Torres had three children, two undersized black ones of twelve and fourteen, Emilio and Rosy, whom Mama kept fishing on the rocks below the farm when the sea was kind and when the truant officer was in some distant part of Monterey County. And there was Pepé, the tall smiling son of nineteen, a gentle, affectionate boy, but very lazy. Pepé had a tall head, pointed at the top, and from its peak coarse black hair grew down like a thatch all around. Over his smiling little eyes Mama cut a straight bang so he could see. Pepé had sharp Indian cheekbones and an eagle nose, but his mouth was as sweet and shapely as a girl's mouth, and his chin was fragile and chiseled. He was loose and gangling, all legs and feet and wrists, and he was very lazy. Mama thought him fine and brave, but she never told him so. She said, "Some lazy cow must have got into thy father's family, else how could I have a son like thee." And she said, "When I carried thee, a sneaking lazy coyote came out of the brush and looked at me one day. That must have made thee so."

"Flight" by John Steinbeck

1. Where does the story take place?

2. What type of economic situation do you think the Torres are in?

3. What facts about the setting led you to your conclusion in question 2?

4. What is the time period of this story?

5. What led you to the conclusion you made in question 4?

6. How did you determine the setting of this story? (The author's description, dialogue between characters, actions of the characters, etc.)

PART IV

PLOT

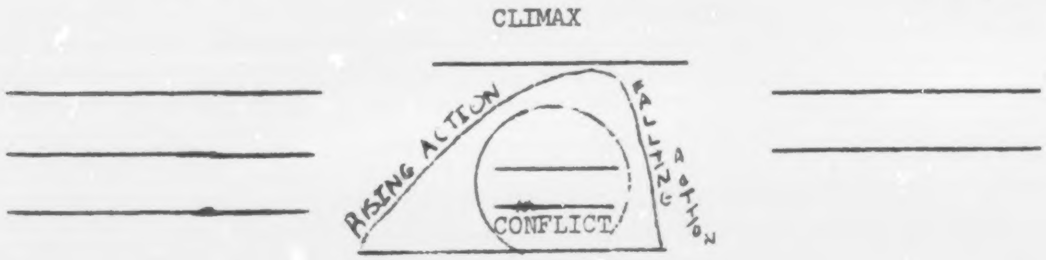
Plot is the chain of events in a story. Most stories lead to some definate end. It is the plot that brings about that end.

The action plots in most adventure and mystery stories have a clearly defined plot which you will probably find easy to write about. These stories have a lot of action; the characters actually do things.

On the other hand, psychological plots often have more complex plots. The events which move along the plot are more mental than physical. For example, you may read a story where a man is contemplating suicide and decides against it by the end of the story. The only action may have been the walk up the stairs of a tall building. But the thoughts going through the man's head may make up the plot.

Outlining a plot

On page 3, you found a diagram of the parts of fiction. The figure in the middle of that page is the framework of a plot. You will find that figure below. You will note that there are four major elements in a plot: (1) conflict, (2) rising action, (3) climax, and (4) falling action.



CONFLICT

In the center of the figure, you can see a circle labeled "conflict." A conflict is a struggle between two or more opposing forces. Most stories are organized around one or more conflicts.

A conflict may be external or internal. In an external conflict, the character is primarily set against other characters or his/her environment. In an internal conflict, the character may be struggling with his/her weaknesses or ambitions which pull him/her in different directions.

RISING ACTION

Rising action is the action of a story which builds toward the climax. It's the suspense or tension along with the series of events which lead you up to a sort of "peak" of suspense.

CLIMAX

The climax is the dramatic highpoint or point of greatest tension or interest in a story. It's the "grabber," the point when the detective discovers the killer, the woman finds her lover, the protagonist makes her decision, etc.

FALLING ACTION

All action after the climax is called the falling action, or resolution, of the story. It gives you, the reader, a chance to wind down and put everything together. For example, in a mystery story, the detective usually explains how she/he figured out who did it.

NOTE: Not every story you read will have these four elements present to the same degree or in some cases at all. For example, you may have read the story, "The Lady or the Tiger," where the story ends at the climax when the protagonist opens the door. The author, Frank Stockton, deliberately leaves you "in the air" as to what happens by not including the falling action of the story.

EXERCISE IV

DIRECTIONS: Read the following story carefully. Pay close attention to the plot development. At the end of the story, you will find a plot diagram. Fill in each of the elements of the story's plot.

The Miller, His Son, and Their Donkey

AESOP

(620-560 B.C.)

A miller and his son were driving their donkey to a neighboring fair to sell him. They had not gone far when they met a group of girls returning from town laughing and talking together.

"Look there!" cried one of them. "Did you ever see such fools, to be trudging along the road on foot, when they ought to be riding!"

So the man put the boy on the donkey, and they went on their way. Presently they came up to a group of old men in earnest debate. "There!" said one of them. "That proves exactly what I was saying. No one pays any respect to old age in these days. Look at that idle young rogue riding, while his poor old father has to walk. Get down, you lazy lout, and let the old man rest his weary limbs."

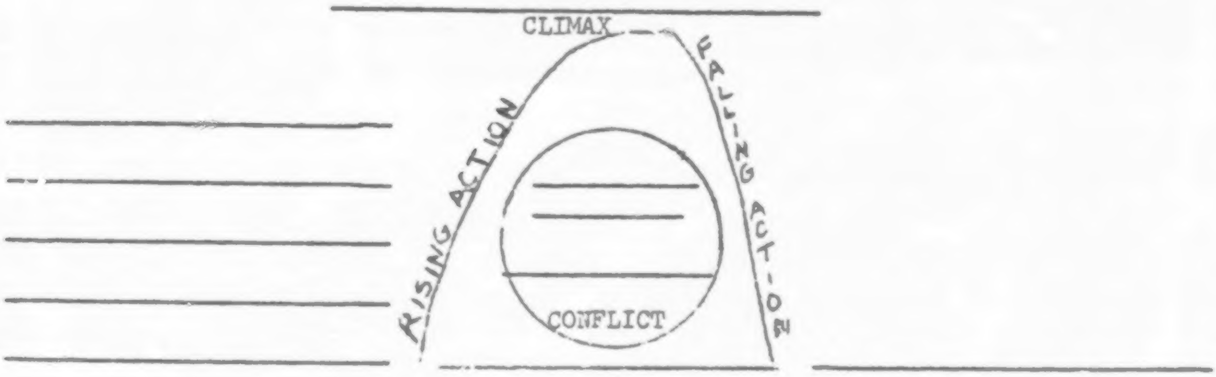
The miller made his son dismount and got on the donkey's back in his place. And in this manner they proceeded along the way until they met a company of women and children.

"Why, shame on you, lazybones!" they cried. "How can you ride while that poor little lad can hardly keep up with you?" The good miller, wishing to please, took up his son to sit behind him.

But just as they reached the edge of the village a townsman called out to them: "I have a good mind to report you to the authorities for overloading that poor beast so shamelessly. You big hulking fellows should better be able to carry that donkey than the other way round."

So, alighting, the miller and his son tied the beast's legs together, and with a pole across their shoulders, carried the donkey over the bridge that led to the town. This was such an entertaining sight to the townsfolk that crowds came out to laugh at it. The poor animal, frightened by the uproar, began to struggle to free himself. In the midst of the turmoil the ass slipped off the pole and over the rail of the bridge into the water and was drowned.

Application: Try to please all and you end by pleasing none.



-PLOT-

PART V

THEME

The theme of a story is the main idea which the writer is trying to get across to you, the reader. The theme is the main idea behind the story, the unspoken comment that the author wishes to make on human values and experience, which grows out of the details, the characters, and events.

Often the theme is hard to state. There are numerous themes in literature. It may be man's search for meaning in life, the harshness of poverty, the adventure of growing up, the unending conflict of man vs. his environment, or difficulty of communicating.

You must be careful not to confuse the theme of a story with its plot. The plot can bring you to the theme. The plot is what you can see. Only through analyzing a story can you discover the theme which you can't readily see. You must think about the story as a whole and answer the question, "What is the writer trying to say?"

As an example of a theme in a story, think of the story of "Cinderella." Do you think the author was merely trying to entertain children or did he want to say something to the children? One could state the theme as "Good will win over evil in the end."

EXERCISE V

DIRECTIONS: Read the following story. Think about what the author is saying behind the words you read. In the space provided below the paragraph, state what you believe the theme to be.

The King and the Falcon

LEO TOLSTOY

(1828-1910)

A certain king once went hunting. He loosed his favorite falcon to catch a hare and galloped after him.

The falcon caught the hare. The king took it from him and then began to look for water in order to quench his thirst. He found water on a hillside, but it trickled in drops. He took a cup from his saddle and placed it under the water. The water fell drop by drop. When the cup was full, the king raised it to his mouth and was about to drink.

Suddenly the falcon on his wrist roused himself, beat his wings, and splashed the water out of the cup. The king again placed the cup under the water. He waited a long time until it was filled to the brim. Once more, as he started to raise it to his mouth, the falcon fluttered his wings and spilled the water.

When the king filled the cup for the third time and was about to raise it to his lips, the falcon again spilled it. The king grew angry, and he took up a stone and struck the falcon with all his might and killed him.

Then the king's servants rode up to him, and one of them ran up the hill to the spring, where there was more water and the cup could be filled more rapidly. He returned with an empty cup and said, "One cannot drink that water; there is a serpent in the spring, and it has discharged its venom into the water. If you had drunk it, you would have died."

"How badly I have repaid the falcon," said the king. "He saved my life and I killed him"

What is the theme of "The King and the Falcon"?

FICTION

POST-TEST

PART A

DIRECTIONS: In one or two sentences, briefly define the following terms in the space provided below each.

1. story type

2. characters

3. setting

4. plot

5. theme

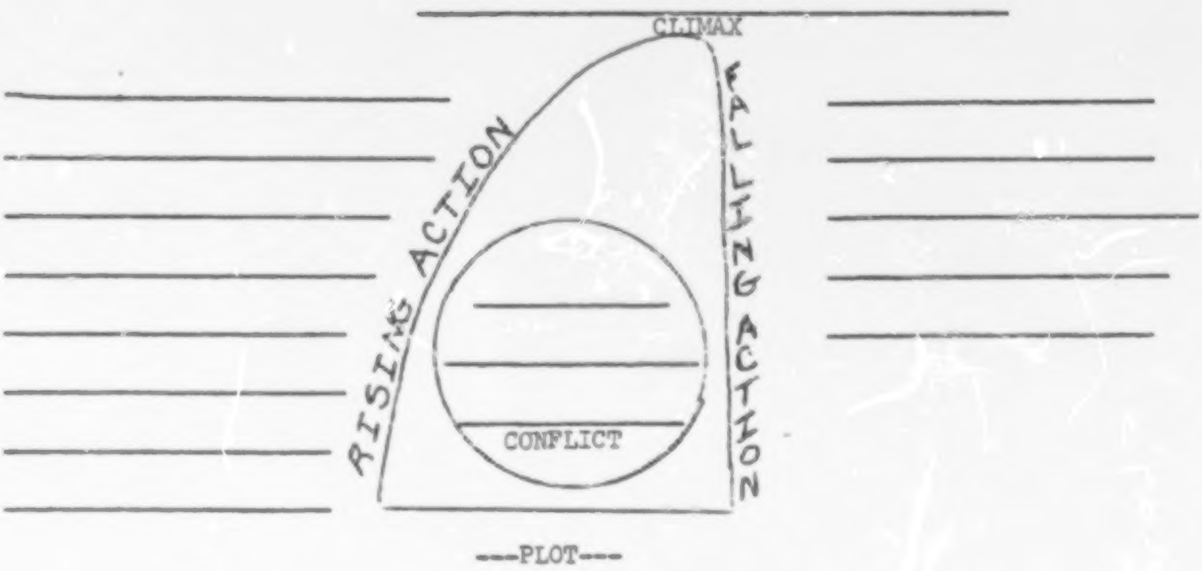
PART B

DIRECTIONS: Select a short story or novel which you would like to read. When you have finished your reading, analyze the story and complete the diagram which illustrates the elements of fiction as they are found in your story. (You will find a copy of the diagram on the next page.)

Story title: ____________________ **Name:** ____________________

Author: ____________________ **Date:** ____________________

Type: ____________________


CLIMAX
RISING ACTION
FALLING ACTION
CONFLICT
---PLOT---

THEME: ____________________

____

SETTING:

1.

2.

3.

4.

5.

CHARACTERS:

1.

2.

3.

4.

5.

6.

7.

8.

NONFICTION

PRE-TEST

PART A

DIRECTIONS: In one or two sentences, briefly define the following terms in the space provided below each.

1. nonfiction

2. biography

3. autobiography

4. essay

4. tone

5. style

PART B

DIRECTIONS: Select two nonfictional works, one which must be a biography or an autobiography, and the other an essay, and read them. After reading each, write a critical evaluation of each, considering such things as the subject, the author's point of view, the author's background (when possible), the tone, the style, and your reactions. Be sure to support any conclusions you make with examples from the work you're analyzing.

PURPOSE

The purpose of this packet is to define the elements of nonfiction and provide exercises in identifying those elements in nonfictional works.

OBJECTIVES

The student will be able to define the following terms and apply them to her/his personal reading.

(1) nonfiction

(2) biography

(3) autobiography

(4) essay

(5) tone

(6) style

INTRODUCTION

WHAT IS NONFICTION?

Nonfictional works are those types of literary prose whose main purpose is to convey information. Many forms of nonfiction are factual, but you should never assume one work tells you the whole truth. Only after you have analyzed it in relation to what you know or compared it to other sources of information should you make conclusions as to its validity.

ELEMENTS OF NONFICTION

When you finish reading this packet, you should be able to define the following terms and apply them to your personal reading.

I. Types of nonfiction

    A. Biographies

    B. Autobiographies

    C. Essays

II. Tone*

III. Style*

*NOTE: Analyzing the tone and style of a work is not limited to the area of nonficiton. Tone and style should also be considered when reading fiction. The organization of these packets only determined that these topics be discussed here.

PART I

TYPES OF NONFICTION

There are numerous forms of nonfiction. Nonfiction can be anything from the author's personal opinions to textbooks. A discussion of some of the major forms of nonfiction follows.

A. Biography

WHAT IS A BIOGRAPHY?

The word biography comes from two Greek words. The Greek word "bios" means life and "graph" means writing or story. Putting these two words together, you see biography means the story of someone's life. Since biographies are nonfictional, biography refers to the life story of a real person.

When writing a biography, the author tries to follow as closely as possible the historical record. He should not allow his imagination to suggest what might have happened.

The "plot" of a biography is the events of the person's life as the biographer understands it and organizes it. You may follow a person's life from birth to death or look in depth at only one part of her/his life. Through your reading of a biography you may learn the personal characteristics of the subject, what he/she wanted out of life, how he/she went about achieving his/her goals, etc.

WHY READ BIOGRAPHIES?

(1) For enjoyment.

(2) To learn about the lives of others and possibly apply their knowledge in your own life.

(3) To meet interesting people.

(4) To understand important historical characters, and through them, gain an understanding of different periods of history.

B. Autobiography

The prefix "auto" means "self." Putting the prefix "auto" together with the word "biography", we get "autobiography"--the story of someone's life written by himself.

You can enjoy and gain the same type of information from reading an autobiography as you do from reading a biography.

C. Essay

WHAT IS AN ESSAY?

An essay is a piece of prose which expresses a personal point of view. An essay may be about anything; the subject may be important or ordinary, funny or sad. It can be written any way the author wishes to write it.

The general characteristics of an essay can be summed up as follows:

(1) It is nonfictional

(2) It can deal with any subject.

(3) It is a personal view.

(4) It is relatively short.

BRIEF HISTORY OF THE ESSAY

Although Greek and Latin writers such as Cicero, Seneca, and Plutarch had written short prose works similar to essays, the literary form of the essay was first used by a French writer, Michel de Montaigne, who in 1580 published two volumes of his personal observations entitled Essais. Montaigne's title for his works comes from the French word meaning "attempt" or "endeavor."

FORM OF THE ESSAY

You can make a distinction between formal and informal essays.

FORMAL

The writer's purpose in a formal essay is to instruct or persuade through a logical arrangement of relevant details. The tone of such an essay is usually dignified and impersonal.

INFORMAL

Most informal essays are known not so much for what the author says as for how he says it. The tone of such essays is personal and relaxed, much like a conversation.

TYPES OF ESSAYS

Modern essays are often known by other names, such as columns or articles. These works may differ in subject, tone, and style depending on the author's view or intent. Some general types of essays follow below.

(1) Personal essay: A work in which the author expresses his personal attitudes for the amusement of the reader.

(2) Descriptive essay: A work which describes a place, scene, thing, sound, smell, etc., so that the reader may share the writer's impressions.

(3) Character sketch: A work which describes a person. The writer gives his views about the person's lifestyle, strengths, weaknesses, etc.

(4) Critical: A work which evaluates such things as books, magazines, newspapers, plays, movies, concerts, etc.

IDEAS TO CONSIDER WHEN READING ESSAYS

(1) What is the writer attempting to say? Can you pick out an overall message?

(2) What is the mood of the essay; is it humorous, sarcastic, bitter, inspiring, etc?

(3) If the essay is written in a serious manner, are the writer's facts clearly and logically presented? Does he have any authority in the field he is writing about?

(4) What kind of style does the writer have? Does his writing show a mastery of his language?

(5) What clues do you find as to the author's character? Does he share viewpoints that you hold?

EXERCISE I

DIRECTIONS: Read the following questions. Then answer each in complete sentences in the space provided below each.

1. How does an autobiography differ from a biography?

2. How would a historical novel about Martin Luther King differ from a biography?

3. What is an essay?

4. Read an essay written by a newspaper columnist. Apply the "considerations for reading essays" that appears at the top of this page to the article.

FOR FURTHER STUDY (OPTIONAL)

Write an essay on a subject which interests you. (Use a separate sheet of paper for this exercise.)

PART II

TONE

WHAT IS TONE?

Tone is the expression of the writer's feelings and attitudes in his writing. There are many kinds of tone: serious, anger, frustration, love, and amusement. Others which you may not be quite as famaliar with are described below.

OPTIMISTIC: The writer is looking at the "bright side" of things; or he/she may be anticipating better things to come.

PESSIMISTIC: The writer is looking as the "bad side" of things; or he/she may be expecting the worst to happen.

TRAGIC: The writer concentrates on the misfortunes and unfulfilled hopes of life.

SATIRIC: The writer mocks and ridicules his/her subject.

IRONIC: The writer develops a contrast between (a) what he/she says and what he/she means, (b) what actually happens and that which appears to be happening, or (c) what happens and what was expected to happen.

HOW TO DETERMINE TONE

In order to determine the tone of a passage, you must consider what is being said and how it is being said. These are some of the things you should look for.

A. LOOK AT TITLES

Too often, most readers probably take the title for granted. But you can get a lot of information in the short time it takes you to read titles. What can you learn from the following title?

"Solar Energy--We Don't Have To Freeze"

From reading this title, you get (1) the author's point of view (that solar energy is an effective resource) and (2) the purpose of the paper (to support the contention that solar energy is an effective resource.)

B. READ INTRODUCTORY PARAGRAPHS WELL

It is in the introductory paragraphs and prefaces that authors often state their point of view. Can you determine the author's point of view in the following introductory paragraph?

> Bilingualism is a highly controversial subject in today's society. There are undoubtedly as many attitudes toward the subject as there are people in the United States. My own contention is that in a nation that is primarily English speaking, the first goal of education should be to teach people to communicate in English. The hard, cold facts of life conclude that one must learn the language, or suffer the consequences.

The writer is clearly stating his/her own point of view in this introductory paragraph: the first goal of education should be to teach people to communicate in English.

C. NOTICE WORDS WHICH SUGGEST THE AUTHOR'S TONE OR INTENT.

Read the following paragraph and try to determine the tone of the essay.

> Every dog should have a man of his own. There is nothing like a well behaved person around the house to spread the dog's blanket for him, or bring him his supper when he comes home man-tired at night. Properly trained, a man can be a dog's best friend.

from "Every Dog Should Own A Man"

by Corey Ford

Notice how the words "Every dog should have a man of his own," "well-behaved person around the house," "man-tired," and "a man can be a dog's best friend" suggest an ironical, humorous tone.

D. BE AS AWARE AS POSSIBLE OF THE BACKGROUND OF THE AUTHOR OF THE ESSAY

You can imagine how different two essays on the same topic of labor unions would be if one was written by a company president and the other by a union president.

EXERCISE II

DIRECTIONS: Read the following selections and the questions which follow each. Answer each question in one or two sentences in the space provided below each.

> I have been assured by a very knowing American of my acquaintance in London, that a young, healthy child well nursed is at a year old a most delicious, nourishing, and wholesome food whether stewed, roasted, baked, or broiled, and I have no doubt that it will serve in a fricassee or a ragout...

from "A Modest Proposal"

by Jonathon Swift

1. What clues do you find that Swift is not serious in his viewpoint set forth in this essay? (The title, the words, etc.)

2. What is the tone of the passage that was written by Swift?

> An ant is a wise creature for itself, but it is a shrewd thing in an orchard or garden; and certainly men that are great lovers of themselves waste the public. Divide with reason between self-love and society; and be so true to thyself as thou be not false to others, specially to thy king and country.
>
> from "Of Wisdom For A Man's Self"
>
> by Francis Bacon (1561-1626)

3. What is the tone of this passage?

4. What is the subject of Bacon's essay and what viewpoint of that subject does he express?

PART III

STYLE

WHAT IS STYLE?

In all realms of life, you see many differnt styles—in clothing, in hair cuts, in tennis rackets, in cars, or in behavior.

In literature, style is the way the writer has written his work, his method of expression. An author's style is determined by his/her choice of words, the arrangement of the words in sentences (the length and kinds of sentences), and the relationships between the sentences.

KINDS OF STYLES

If you've ever read one of Ernest Hemingway's short stories, you may have noticed his use of short words and sentences, and his rhythmic sentence patterns make up a very individualistic style which is easy to read. On the other hand, you probably have had to/ or would have to adjust to the style of William Faulkner who writes sentences that may be five pages in length.

Below you will find several terms which you may find useful in trying to describe an author's style.

A. FORMAL: A work which is characterized by long, complex sentences and is written in "correct" grammatical form.

B. INFORMAL: A work which uses the standard grammar of spoken English as found in everyday vocabulary.

C. COLLOQUIAL: A work which emphasizes regional expressions, slangs, and/ or nonstandard grammar.

D. POETIC: A work which uses a lot of figurative language. (For example: She was a butterfly on wings.)

E. APHORISTIC: A work which contains a lot of wise saying stated briefly.

F. TERSE: A work which expresses an idea in as few words as is possible.

G. NARRATIVE: A work which tells a story.

H. FLOWERY: A work in which every idea is ornated with descriptive words. (For example: The tears of the angels, the rain, began to fall.)

NOTE: Any of these styles may be combined. Thus, you may determine that a work is written in an informal, narrative style; it tells a story in everyday langague.

EXERCISE III

DIRECTIONS: Read the following passages and questions. Answer each question in one or two sentences in the space provided below each.

PASSAGE 1

When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

Preamble to the Declaration of Independence

1. What is the style of this passage?

2. How and why did you determine the style in question 1?

PASSAGE 2

There were times in early autumn—in September—when the greater circuses would come to town—the Ringling Brothers, Robinson's, and Barnum and Bailey Shows, and when I was a route-boy on the morning paper, on those mornings when the circus would be coming in, I would rush madly through my route in the cool and thrilling darkness that comes just before break of day, and then I would go back home and get my brother out of bed.

Talking in low excited voices we would walk rapidly back toward town under the rustle of September leaves, in cool streets just grayed now with that still, that unearthly and magical first light of day which seems suddenly to rediscover the great earth out of darkness, so that the earth emerges with an awful, a glorious sculptural stillness, and one looks out with a feeling of joy and disbelief, as the first men on this earth must have done, for to see this happen is one of the things that men will remember out of life forever and think of as they die.

from "Circus at Dawn"

by Thomas Wolfe

3. What is the style of this passage?

4. How and why did you determine that style?

PASSAGE 3

The establishment is finally getting it together. The actors in them TV shows no longer just happen to be Black. They finally decided to tell it like it is.

"Black is beautiful," and it's about time that they used some of that air time to educate both Black and white America to the real truth.

5. What is the style of this passage?

6. Why did you determine that style?

EXERCISE IV: TONE AND STYLE

DIRECTIONS: Read the following passages and questions that follow each. Choose the BEST answer to each question and circle it.

PASSAGE 1

For my part, I could easily do without the post office. I think that there are very few important communications made through it. To speak critically, I never received more than one or two letters in my life--I wrote this some years ago--that were worth the postage. The penny-post is, commonly, an institution through which you seriously offer a man that penny for his thoughts which is so often safely offered in jest.

1. The tone of this passage is:

A. satiric	C. anger
B. tragic	D. optimistic

2. The style of this passage is:

A. poetic	C. colloquial
B. terse	D. aphoristic

PASSAGE 2

It would pierce the hearts of all that come by to hear the piteous cries of those infected people, who being thus out of their understandings by the violence of their pain, or the heat of their blood, were either shut in, or perhaps tied in their beds and chairs, to prevent their doing themselves hurt, and who would make a dreadful outcry at their being confined, and at their not being permitted to die at large, as they called it, and as they would have done before.

3. The tone of this passage is:

   A. ironic
   B. tragic
   C. humorous
   D. pessimistic

4. The style of this passage is:

   A. narrative and dramatic
   B. terse and formal
   C. colloquial and flowery
   D. poetic and informal

PASSAGE 3

My grandmother was known throughout our community as a remarkable woman, and I am sure she deserved that comprehensive adjective. When as a child I heard it used, I always thought it refered to her life at sea with my grandfather and to the courage she had displayed in many perils and at least one disaster, for she had been shipwrecked on her honeymoon. She loved to tell us stories of the several voyages which she had taken between the years 1852 and 1861. We always listened entranced, for she had extraordinary powers of dramatic narration.

As I grew older, I began to understand that she deserved the adjective not so much because of the adventures which her life had generously bestowed upon her as because of her amazing vitality, mostly physical in nature, which no one, even the least perceptive, could help remarking upon.

from "My Grandmother and Her Many Harbors"

by Mary Ellen Chase

5. The tone of this passage is

   A. ironic
   B. pessimistic
   C. serious
   D. frustration

6. The style of this passage is:

A. terse

B. aphoristic

C. ironic

D. informal

PASSAGE 4

An ancient sage boasted that, though he could not fiddle, he knew how to make a great city of a little one. The science that I, a modern simpleton, am about to communicate, is the very reverse.

I address myself to all ministers who have the management of extensive dominions, which from their very greatness are become troublesome to govern, because the multiplicity of their affairs leaves no time for fiddling.

7. The tone of this passage is:

A. pessimistic

B. ironic

C. optimistic

D. love

8. The style of this passage is:

A. narrative

B. terse

C. colloquial

D. formal

NONFICTION

POST-TEST

PART A

DIRECTIONS: In one or two sentences, briefly define the following terms in the space provided below each.

1. nonfiction

2. biography

3. autobiography

4. essay

5. tone

PART B

DIRECTIONS: Select two nonfictional works, one which must be a biography or an autobiography, and the other an essay, and read them. After reading each, write a critical evaluation of each, considering such things as the subject, the author's point of view, the author's background (when possible), the tone, the style, and your reactions or comments. Be sure to support any conclusions you make with examples from the work you're analyzing.

How to Read Magazines and Newspapers

Purpose: The student will familiarize himself with newspapers and various types of stories and sections in the newspaper. The student will familiarize himself with magazines of all kinds.

Objectives:

1. The student will recognize the difference between news stories, feature stories, columns and editorials.
2. Student will be able to determine the difference between fact and opinion.
3. The student will recognize various kinds of magazines.
4. The student will exhibit writing and opinion-making skills through the writing of summaries and editorials.

1,

Pre-Test

How to Read Magazines and Newspapers

A. Answer the following questions.
1. What is the "inverted triangle" formula used in many news stories?
2. What is the difference between trade magazines and general magazines?
3. What is a column?
4. What are "quality" magazines?
5. What type of story in a newspaper contains only facts?
6. What is a newspaper?
7. What is a magazine?

B. Write your own editorial on any subject.

Part I--The Newspaper

What is a newpaper? Basically, it's a regular publication, usually daily or weekly, containing news, articles, opinions and advertising. There are over 15,000 newspapers in the United States alone, although only about 2,000 daily papers.

The original function of the newspaper was to supply news, but now most papers also contain editorials, comics, feature stories, crossword puzzles and much, much more! Many newspapers now say that their mainpurposes are to inform, interpret and serve the community.

News Stories--When you read a newspaper, you should learn to distinguish between fact and opinion. Editorials and columns contain people's opinions, but the news stories should contain only facts. For example, if a man robbed a bank in Lansing, a typical news story might begin---

"The Michigan National Bank wasrobbed Saturday morning by a young man carrying a gun and holding hostages."
If a story began--

"The Michigan National Bank was robbed Saturday night by an odd-looking man whom nobody liked..." This would be an example of a writer giving opinions, not facts.

When you read a news story look for errors like this. Sometimes smaller newspapers are less careful about their standards and they let opinionated phrases slip by. As a reader, you are entitled to know when you are being told the truth, and when you are being told the truth according to the writer!

A good news story answers the following questions--Who? What? When? Where? Why? and How? In fact, most of the information is usually found in the first line of a news story, or at least in the first paragraph. News stories usually follow an "inverted triangle" formula which looks like this-- . In other words, the most important items come first, and the least important come later. With less important news stories, writers often use other techniques or gimmicks to catch the reader's eye, but the majority of "big" stories follow the first method.

Exercise I

1. Obtain copies of two different newspapers for the same day. (For example, the June 1st edition of the State Journal and The Detroit Free Press.) Read a news story that both papers cover,; usually the front pages will have some of the same stories. Write a paragraph comparing the two newspapers' treatment of the story. Answer the following questions in the paragraph--

1. How were the stories similar? How were they different?
2. Which one carried a longer story?
3. Why do you think some papers might give several paragraphs to a particular story, while some may use only a few lines?
4. Did both stories contain only facts or did you find any opinions? (*Hint--a statement is not an opinion if it's a quote from someone else. In other words, if a story said- "...the robber ran out of the bank,and he quickly jumped into a waiting automobile. 'I've never seen a sneakier criminal!' said Mrs. Irma Smith, a witness to the crime." The opinion just stated was that of Mrs. Smith--not the writer.

The Editorial--On one page in the newspaper, the writers give solely opinions, although they may be based on facts. This page is the editorial page. In an editorial, the writer takes a controversial subject of current interest (sex education in schools, the President's foreign policy, etc.) and gives his opinion of the issue. Most papers have a "letter to the editor" type column where you, the reader, can write in and voice your views.

Most editorials in major newspapers are well-written and they have many facts to support their views. This does not mean they're always right, though! Take the opportunity to write in to the newspaper if you disagree with their views. Maybe your letter will end up in the paper!

Exercise II

Read an editorial from any newspaper.

A. Write a paragraph summarizing what the writer said in his editorial.

B. Compose an imaginary letter to the editor where you tell your views on the subject.

Other Parts of the Newspaper

1. Feature Stories-- These are human interest stories found in many sections-Women's pages, Living Today sections, etc. Perhaps they will talk about a new cure being tried for the common cold, or a woman ninety-five years old getting her high school diploma or the rising divorce rate. Although they are still factual, they're not considered

"news stories" because they're not something of grave importance that happened today only. They are usually stories that are of continued interest to the reader that could be offered on many different days and still be effective.

2. Advice Columns These are the "Dear Abby" type columns that give advice to the readers.

3. Other columns--Bob Talbert, Erma Bombeck, Burt Bacharach, Charles Goren on Brdge...All these are columns. (Columns are views and thoughts of a certain person that appear on a regualar basis in the newspaper.)

4. Sports Pages--Many papers devote an entire section to news and scores of the various sports.

5. Reviews--Many papers offer regular reviews(summaries and analyses) of new books, movies, records, etc.

6. Odds and Ends--Newspapers may also carry classified advertisements, obituaries, birth and wedding announcements, local legal news, senior citizens' pages, women's sections, comics, puzzles, television listings, hobby columns, fashion, children's pages and much, much more!

Part II--The Magazine

Since the time when Benjamin Franklin first published his "General Magazine" in 1741, magazines have become one of the most popular forms of literature. What is a magazine? Well, magazines differ greatly, but primarily they are periodicals containing articles and/or stories. By periodical, we mean that they are published on a regular basis--once a month, once a week, etc.

Magazines are divided into two major categories--trade and general. The trade magazines are the ones published for a certain occupation: banking, insurance, engineering, etc. Technical and special-interest magazines are often included in this category, too.

The "general" class includes the majority of the magazines we see regularly. They, too, are divided into classes--

1. popular-- Redbook, Saturday Evening Post, etc.
2. Women's Magazines--Ladies' Home Journal, etc.
3. Quality Magazines--Atlantic Monthly, Harper's, etc. These "quality" magazines have stories and articles just like other publications, but they maintain certain high literary standards which make them highly respected.
4. Magazines of Criticism and Opinion--New Republic, The Saturday Review, etc.
5. News Magazines--Time, Newsweek, etc.
6. Digest Magazines--These, like the Reader's Digest, are best known for their practice of reprinting articles

from other magazines and condensing books.

7. Picture magazines--Life, Look, etc.

8. Fashion Magazines--Vogue, Esquire, etc.

9. Special Interest Magazines--These are magazines that cover a certain topic--gardening, mechanics, child care, etc.

Some magazines fall in none of these categories and many fall into several different categories. Since we have almost 10,000 different magazines published in our country alone,it is difficult to make generalizations about them--they are all unique!

There are many reasons for the magazines popularity. Some of these reasons are:

1. their length (they're usually shorter than a book!)
2. pictures (even people with reading problems can enjoy many magazines because of the abundance of pictures.)
3. variety (even in a single magazine you may find stories, articles, pictures, book reviews, fashion reports and more!)
4. cost (They're cheaper than a book or a television set!)

There are no real "rules" fpr reading a magazine. Obviously, you should scan a magazine before buying it to see whether the reading level suits you and whether the topics in the magazine interest you. Briefly read over the table of contents to get an idea of what's in the magazine. Friends and relatives have probably mentioned certain magazines that appeal to them--try those or make your own choice. Since magazines are relatively inexpensive you will probably have a chance to familiarize yourself with many different ones throughout your lifetime! (Don't forget that your public library carries a large supply of magazines if you don't want to buy one.)

Excercise II

1. Using the magazine section in the library (or magazines you have at home) list at least one magazine that falls into the nine categories we listed earlier. (women's magazines, news magazines, etc.) Don't use the same ones we listed!

B. Take two magazines that you enjoy reading (or two that you've never read before) that fall into the same category. Read a story or article from each magazine. Write a paragraph which answers the following questions--

1. How are they similar?
2. How are they different?
3. Which magazine did you enjoy the most? Why?

C. Take any magazine and flip through it, looking at the advertisements. What sort of advertisements does the magazine contain? Does this give you any idea of the sort of reader that the magazine is trying to appeal to?

Post Test

A. Select two different newspapers and compare them by counting which has more--

1. comics
2. advertisements
3. classified advertisements
4. sports news
5. editorials
6. columns
7. news stories

Write down the names of the newspapers you used and list which one had more than the other for each category.

B. Read a news story in any paper and summarize it.

C. Read a feature stpry in any paper and summarize it.

D. Write your own editorial on any topic.

How to Read a Poem

Purpose: Syudent will learn to recognize a poem and will learn various skills necessary to read poetry. Student will study different types of poetry and poetic language and
p
poetic meter.

Objectives:

1. Student will recognize a poem.

2. Student will be able to determine a poem's meter.

3. Student will be able to interpret many poems.

4. Student will become familiar with many of the poetic devices used in poetry.

5. Student will have the opportunity to read and examine many different poems.

Pre-Test

I Copy a poem of your choice. Determine its meter.

II In your own words, define the following terms:

1. personification
2. onomatopoeia
3. metaphor
4. iambic
5. tetrameter
6. epic
7. lyric
8. ballad
9. anapestic
10. poetry

III Read a poem of your choice. Copy it on the back of this sheet. List all the poetic devices you can find illustrated in the poem.

How to Read Poetry

Most people have been "subjected" to poetry at some time in their lives--usually in their English classes at school if nowhere else. Some people fall in love with poetry immediately, but to many people it is one of the most difficult forms of literature to understand.

What is poetry? Unfortuneately, there are as many definitions of poetry as there are poets. Probably the people most qualified to define poetry are the poets themselves so let's hear how some of our better-known poets describe poetry...

> "I would define poetry of words as the rhythmical creation of beauty."
> Edgar Allen Poe

> "Poetry is the imaginative expression of strong feeling, usually rhythmical."
> William Wordsworth

> "...the rhythmic, inevitably narrative movement from an overclothed blindness to a naked vision."
> Dylan Thomas

If you still aren't quite sure what poetry is...don't despair. We'll have some examples for you in later pages. In all three of the above quotes, "rhythm" was cited as one of the major components that make poetry what it is. In other words, most poems have some sort of meter, or stressed and unstressed syllables that make reading it almost musical.

Many people think of poetry as prose that rhymes, but in truth, much poetry does not rhyme. Blank verse and free verse (which we'll discuss later) are among types of poetry that do not rhyme. Seemingly, rhythm is the one ingredient of poetry that we can usually put our finger on as a means of definig poetry. Let's look at a few lines from different poems...

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May
And summer's lease hath all too short a date:
(from Wm. Shakespeare's Sonnet XVIII)

We real cool. We
Left school. We

Lurk late. We
Strike straight. We

Sing sin. We
Thin gin. We

Jazz June. We
Die soon. (from "We Real Cool" by Gwendolyn Brooks)

Twas Brillig and the slithy toves
Did gyre and gimble in the wake;
All mimsy were the borogoves
And the mome raths outgrabe.
(from "Jabberwocky" by Lewis Carroll)

(These excerpts from three separate poems could not be more different...yet they have many things in common. Can you see or hear some of their similarities?)

All three poems are arranged in some sort of rhythmical order and all three have some sort of a pattern. All have a musical or rhythmical sound when read aloud. Also, in all three poems there is some type of rhyme, although this is not a necessary component of poetry. Now that we have some sort of idea what a poem is, let's examine some of the different types of poetry.

Ballad This is a narrative poem, which means it tells a story. Often, the ballad was originally written to be sung. Since most ballads are quite long, you'll be spared reading any at this time. If you are curious to see what a ballad actually looks like, try reading one of the most famous--The Rime of the Ancient Mariner by Sameel Taylor Coleridge.

Ode The ode is similar to a ballad except that it is usually written *to* or *for* someone or something. (Remember the song "Ode to Billy Jo?) A good example of the ode is "Ode on a Grecian Urn" by John Keats.

Epic Maybe you've heard of some movies being hailed as a "Motion picture epic." What does epic mean? Well, it's actually just anything done on a grand scale. Usually epic poems are very long--some epic poems are several books in length! Maybe you'e heard of Homer's "The Iliad" and "The Odyssey". Both of these are considered epics.

Lyric This category covers almost all of what you probably consider "regular" poetry. These poems usually have rhythm and rhyme. The majority of poetry falls into this category. Even songs and Mother Goose rhymes are include here!

Blank Verse This is poetry that does not rhyme but usually has some kind of rhythm.

Free Verse This type of poetry does not rhyme and does not have any rhythm at all!

Now that you have some idea what various forms of poetry should look like, let's see how well you can put that know knowledge to work!

Exercise I

Read the poems (or portions of poems) listed below and try to decide whether they are ballads, odes, lyrics, epics, blank verse or free verse. (Don't be upset if it seems difficult. It is! Some poems may even fall in more than one category. It's difficult to make your decisions based on only part of a poem--so just do your best!)

1. Warren returned--too soon it seemed to her,
    slipped to her side , caought up her hand and waited.
    "Warren?" she questioned.
                                        "Dead." was all he answered.
(from "Death of the Hired Man" by Robert Frost.)

2. It is in captivity--
    ringed, haltered, chained
    to a drag
    the bull is godlike.
(from "The Bull" by William Carlos Williams).

3. Of man's first disobedience and the fruit
    of that forbidden tree whose mortal taste...
*hint--this poem goes on to fill 12 books!

(from "Paradise Lost" by John Milton)

4. To one who has been long in the city pent
    'Tis very sweet to look into the fair
     and open face of heaven...
(from "To One Who Has Been Long in the City Pent" by John Keats)

5. Because I could not stop for death
    he kindly stopped for me.
    The carriage held but just ourselves-
    and Immortality.
(from Emily Dickinson's "Because I could Not Stop For Death")

__Poetic Language__ Now, you may say, I know what poetry is, but how do I understand It ? You've probably noticed that poets often use "figurative"language tather than everyday language and this makes their poems harder to understand. Think of it this way, though. Poets are trying to create a work of beauty. Sometimes saying things the easiest way is, unfortuneately, not the most beautiful way. Take these first two lines from Robert Browning's "Nightingales."

> Beautiful must be the mountains whence ye came
> And bright in the fruitful valleys the streams wherefrom
> ye learn your song.

Browning could have phrased this poem "Hey, bird, you sing pretty well so you must come from an awfully nice place" but I think we both can agree that Browning's version is more beautiful to read or listen to!

When you are confused about a poem's meaning; take some of these suggestions---

1. Read the poem without stopping.
2. Read it aloud. The rhythm and vocalization of words make difficult areas easier to understand.
3. Sometimes studying the poet's life or reading a criticism of the poem by someone else may help.
4. Above all, don't doubt your own ability to read the poem without these aids. The beauty of poetry, like all beauty, is in the eyes of the beholder.

Some of the poetic devices that poets use are listed below. Some of them you may have heard of and some may be new to you. All of them help the poet create a work of beauty in some way.

1. __alliteration__ When the poet uses the same first letter

in many words in one line, for example--

A furry, friendly feline found a forested farm.

2. **assonance** This occurs when words (usually the last words in a line of poetry)sound alike but do not really rhyme. More specifically, the vowels are the same but the consonants are not. For example, a regular rhyme might go---

It's a shame when people fight
Whether wrong or whether right.

Assonance could possibly be used as such--

It's a shame whenpeople fight
Especially people that we like.

3. **onomatopoeia** This is the use of words to describe sounds or words that describe their own meaning. For example, words like hiss, bow-wow, slam, buzz and meow ...

4. **metaphor** This is an analogy or comparison of one thing to another. For example, we might say "all the world's a stage."

5. **personification** Giving an animal or inanimate object human characteristics is called personification. For example, we use expressions such as "the long arm of the law." or "the sun smiled down on me." We know that the law does not really have an arm and that the sun cannot really smile, but we use these expressions to give more feeling to what we're saying.

Exercise II In the make-believe poem below, you will find examples pf alliteration, assonance, metaphor, onomatopoeia, and personification. Circle each example and write above it (as best you can)
Which poetic device you think it is.

Summer comes and summer goes
Its arms embracing field and road.

Its wistful, warm yet wandering breeze
rocks the flowers and the trees

(continued on next page)

While insects buzz and whirr and hum
And Autumn dreams of days to come.

Exercise III Read the poems "The Road Not Taken" by Robert Frost and "Do Not Go Gentle Into That Good Night" by Robert Lowell. Write one paragraph on each poem describing what you think the poet is tring to say. For each poem, list any poetic devices you can find within the lines.

Meter The study of poetic meter is a lengthy undertaking, so w
w
we will try to touch on only its basics. Meter is simply the name given to the rhythmic patterns that occur over and over again in poetry. Using the symbol "--" to mean the syllables you accent when reading a poem and the symbol"◡" to mean the ones that you do not...let's examine some lines of poetry.

◡ — ◡ — ◡ — ◡ —
I think that I shall never see
◡ ◡ — or ◡ ◡ — ◡
Twas the night before Christmas
and all through the house

Can you hear how you accent the words with the accent marks when you read the poem aloud? Each of these types of poems has a certain "meter name," The first would be iambic tetrameter and the second would be anapestic dimeter. Where do we get these names? The first part of the name comes from what we call the poetic foot... or the way the stressed and unstressed syllables are arranged. The most common feet are---

- iambic (◡—) I think that I shall never see
- trochaic (—◡) Willy Willy Winkle
- anapestic (◡◡—) Twas the night...
- dactyllic (—◡◡) Flannigan had a guitar
- spondaic (— —) Run! Run! Run!
- pyrrhic (◡◡) rain, rain, rain

As you can see, you can determine the foot of a poem by figuring out which syllables are stressed and which are not.

Each full pattern, whether it is ˘ — or — — ˘ is called one foot. If there is one foot, the second part of the poem's meter name is called monometer, if there are two feet it's called dimeter, three feet is called trimeter, four feet tetrameter, five feet pentameter, six feet hexameter, seven feet heptameter...Knowing this you should be able to find out a poem's meter name by using   and to mark the stressed and unstressed syllables . This will give you the first part of the poem's meter. Then, by counting the number of full feet (don't count half feet!) you should be able to determine the second name for the poem's meter. Let's try this technique on a few lines from a poem---

> The man Flammonde from God knows where
> with firm address and foreign air.

First, we try to listen and hear which syllables we stress or accent when reading it and put " —" above the accented syllables and "˘" over the unaccented syllables.

> ˘ — ˘ — ˘ — ˘ —
> The man Flammonde from God knows where
> with firm address and foreign air.

Now, count the number of feet. (Count the number of times you see   in each line.

> ˘ — ˘ — ˘ — ˘ —
> The man/Flammonde/from God/knows where
> with firm/address/and foreign air.

Since it follows a   pattern it's called iambic and since there are four feet in each line it is called tetrameter.

Exercise IV--Fun with poetic meter! Find three poems that you enjoy and copy down at least one stanza from each poem. Using the methods we discussed, try to determine the meter of each poem. (Use the space below.)

More Hints--

1. Allusion This is a technique in poetry and other works of literature where the poet refers to someone or something else. Often, he refers to a character or line from another work of literature or an historical event. This is fine if you happen to know the story or the event of which he writes, but it can leave you puzzled if you are unfamiliar with it. For example, Shakespeare wrote--

> I know not where is that Promethean heat that can thy light r
> relume.

"Promethean" is referring to Prometheus, a mythical being who flewwtoo close to the sun and thus his wings melted. If you were familiar with this story you would understand the allusion, but what if you were not?

If you're reading a great deal of poetry containing allusions it may help to purchase a literary dictionary that explains who some of these people are. Sometimes parts of a poem are footnoted and then explained further at the bottom of the page. Try to buy poetry books that do this if you have trouble.

2. Vocabulary As with all literature, when you don't understand a word, look it up in the dictionary--but don't do this as soon as you run across a word you're not sure of. Much of the enjoyment in poetry involves feeling. Often you can get a feeling for a poem even when you misunderstand a few words. Circle the words you are unfamiliar with, finish the poem, and then you can go back and look them up.

Exercise V   Make a poetry book of your own! Read and copy five poems that you enjoy. Write a one paragraph analysis of each poem. (Tell what the poem is about and why you did or did not like it) Use the space below or your own paper.

Post Test

I In your own words, define the following terms.

1. meter
2. alliteration
3. allusion
4. iambic
5. onomatopoeia
6. poetry
7. ballad
8. epic
9. metaphor
10. lyric

II Copy a few lines from any poem. Determine its meter.

III Read a poem of your choice. Copy it on the back of this sheet. Answer the following questions about the poem.

1. What was the main idea of the poem?

2. What poetic devices can you find being used in the poem?

3. What type of poem do you think it is?

4. What did you like or dislike about the poem?

IV Extra Credit--Write your own poem!
(Any type and any length will do!)

How to Read a Play

Purpose: Student will recognize a play and will study some of the skills necessary to read a play effectively. Student will become familiar with vocabulary, staging devices and dramatic devices used in plays.

Objectives:

1. Students will study play structure.
2. Students will recognize some of the staging and dramatic devices used in plays.
3. Students will demonstrate analysis and composition skills by writing summaries and comparisons.
4. Students will familiarize themselves with different types of plays.

Pre-Test

Define the following terms in your own words:

1. tragedy
2. comedy
3. musical comedy
4. protagonist
5. staging
6. poetic drama
7. soliloquy
8. dialogue

Read a play of your choice. When you are done reading, complete the following activities--

1. List a few examples of stage directions from the play.
2. Write a one paragraph summary of the play.
3. Describe the setting of the play.
4. List any unusual dramatic devices used in the play.

How to Read a Play

What is a play? A play is a work of literature intended to be acted out before a live audience. Like a novel or short story, the play has characters, plot and some sort of conflict that the characters must resolve.

If a play is similar to a story, why do we have to watch different things while reading it? Actually, we've already stated the answer to this question...the difference lies in the fact that the author meant for the play to be presented, not read.

Knowing this, we can see that the reader has extra work to do when reading a play. He has to try to visualize it live, on stage, before his eyes. Since there is less description in a play than there is in a novel, the reader has to be more active in creating background or the world in which the characters live. In a sense, you are not reading a complete work when you read a play. The play, as the author intended you to appreciate it, is fulfilled only when it is acted on stage. Like live music which must be heard, a play lacks a physical dimension when we read it. The reader must supply that dimension..the only way to do that is to make a pretense of seeing it acted--always keep that in mind as you read the play.

The Two Main Types of Drama

There are two major types of palys, or dramas, and they are the comedy and the dramatic tragedy. Both types of plays have characters going through some sort of conflict. In a tragedy, the protagonist, or the good guy, usually finds the odds insurmountable, and usually fails to resolve his conflict.

In a comedy, the protagonist finds a solution to his problem. Although we usually think of a comedy as something amusing or "funny" in the strict sense a comedy is any play with a happy ending.

Dialogue and Staging

As a reader, you rely primarily on the dialogue portion of the play to tell you what's happening. (Dialogue is the conversation between the characters.) Don't forget, though, there is another part to the play. The following devices all help the author get his point across to the audience without words:

1. scenery--A play usually uses painted props, background scenes, furniture and whatever else is needed to form the background for the story.
2. lighting--A dark stage can certainly enhance a "spooky" story, and a stage that changes its lighting frequently can often change the mood of the play just as frequently.
3. costumes--Naturally, if you have a modern play, the players will wear modern dress, and if you have a play taking place in the 1800's the actors will wear clothing suitab suitable to the period. Costumes can also be used for much more. Sometimes a character dressed in black can symbolize evil and those in white can represent purity or goodness.
4. Hand gestures--movements-- The reader obviously misses much by not being able to see the actors and acresses run, jump, shrug, cry, leer or move in some other way.

Obviously you can't gather a group of actors and actresses together and rent out a theatre everytime you have a play to study, so how do you understand a play without seei seeing it presented? One answer is careful reading. All the stage directions, suggested motions, scenery and lighting are usually there in the play. Take time to read all of these items and picture them in your mind as you read them. Some plays even list brief character descriptions for each character, for example:

Emma Caldwell-- a shrewish, unmarried woman of 40 years old.

Luke Wright-- a strong,husky farm boy, 18 years old.

If your play offers these characterizations, read them. Form a mental picture of what you think the character probably looks like. Take the opening of the play Red Carnations...

"The scene is a secluded corner in a city park. It is about four o'clock in the afternoon. The man is seated at one end of a bench in the center of the stage, smoking a cigarette. He is middle-aged, prosperous in appearance, and wears a red carnation in his lapel. The boy enters immediately after rise of curtain. He is about twenty, well-dressed without being foppish. He, too, wears a red carnation in his lapel. He looks around as if expecting to meet someone. He and the man exchange glances, none too friendly. The boy assumes an easy posture. He lights a cigarette. "

In this introduction you were told the setting, the time and something about the appearance of the characters. Starting to read the play without this information would probably have made it difficult to understand.

You were also told that the two characters were called "The man" and "The boy". This suggests something unknown about th their identities. You know at least one of them is rich and you know that they are both well-dressed. All this information helps you to understand the setting and purpose of the play.

Exercise I

A. Read the introduction to the play "Trifles" by Susan Glaspell. List as many bits of information as you can that you discovered by reading the introduction. Now go on and read the play. Pay particular attention to the stage directions after each line of dialogue. For example:

> County Attorney: Here's a nice mess.
> (The women draw closer to the stove.)

What sorts of information would you miss throughout the play if you read only the dialogue and none of the stage directions?

B. Write a one paragraph summary of the play. What happened in the play? How did it end?

Dramatic Devices The following is a list of some devices a writer may use to enhance his play.

1. dramatic monologue Sometimes also called a soliloquy, this occurs when a character speaks to a silent listener or himself. (He may also speak to the audience.)

2. dramatic irony Although similar to irony in all forms of literature, dramatic irony differs in the fact that it usually occurs when the audience knows something that the character does not.

3. melodrama Perhaps you've heard of someone being referred to as "melodramatic" meaning they're overdoing some emotion. Melodrama on stage is similar. These plays are usually overactedfor a comic effect and they appeal to the many emotions of the audience .

4. musical comedy Originally these plays which combine music and comedy were popularized in burlesque and vaudeville. Today, many of our broadway hits(The Sound of Music, Fiddler on the Roof, West Side Story, etc,) are musical comedies. If you read a play you know was originally designed to be a musical comedy, try to listen to a soundtrack of the play to get a fuller understanding of the play's mood.

5. poetic drama This is a play written in poetic form. Shakespeare and many earlier playwrights used this technique with much success. Although these plays are often difficult for the modern reader to understand, the beauty of the language makes them worth the trouble.

Dramatic Structure Plays, like stories and novels, usually follow some sort of a plan. In a tragedy, the plan usually consists of rising action, climax, falling action and catastrophe. In a comedy, the plays usually contains rising action, climax, falling action and denouement.

Rising action is the beginning of the play. You are introduced to the characters . You find out the problems and conflicts of the characters.

The climax is the high point of the play. This would be where the fight occurs, or where the police find the criminal or when Mary discovers she is a rich heiress... or something along these lines! It is when all the action happens.

Falling action occurs when things start falling together. the conflict has been faced--whatever it is.

In a tragedy, catastrophe would be the next step. Someone may kill themselves in sorrow or admit defeat... In a comedy the denouement is the final step. This is when things are worked out and everything ends happily.

Exercise III

A. Choose a play of your choice and read it.

B. Try to identify the portions of the play that could be considered rising action, climax, falling action, catastrophe or denoument. List the sections by page number and describe some of the action taking place at each step.

Exercise II Read Beyond the Horizen by Eugene O'Neill and Our Town by Thornton Wilder. Answer the following questions when you're done reading.

1. One of these plays is called an experimental drama, One is called a realistic drama. Can you tell which is which?

2. How does the stagecraft (all the staging devices--scenery, costumes, lighting, etc.) differ between the two plays?

3. What sort of information did you receive from the introduction to each play?

4. How would you classify each play--comedy or tragedy?

5. What purpose does the stage manager serve in Our Town? What information did uyou receive from him that you have to receive some other way in other plays?

6. Write a one paragraph summary of each play. What happened? How did they end?

More Hints

1. Read the play all the way through at one sitting whenever possible. Even if you have to study it thoroughly for a test, first read it through without stopping and then go back to places you feel you need to review. You will get a better feeling for the mood of the play in this manner.

2. Keep a dictionary handy. If you can understand the point of a certain line without looking it up, circle the words you do not understand and continue reading. Come back when you have finished the play and look up the unknown words then.

3. If a play seems hard to understand, or just plain dull, try "acting it out" in your mind. Pretend you are the director and make your characters behave or speak a certain way.

4. Read critiques of the play. Read background material on the playwright when possible.

Post Test

A. Define the following terms in your own words.

1. drama
2. comedy
3. staging
4. setting
5. denouement
6. protagonist
7. costume
8. dramatic irony

B. Read Lorraine Hansberry's A Raisin in the Sun and answer the following questions.

1. Was this play a comedy or a tragedy?
2. What importance did money have to each of the main characters?
3. What was the setting of the play?
4. What sorts of costumes would you have the main characters wearing if you were the director?
5. Summarize the play in at least two paragraphs.

Reading Improvement I—Placement Test Answer Key

Root Words, Prefixes and Suffixes

1. un friend ly
2. mis lead ing
3. ___ digest ion

Synonyms, Antonyms and Homonyms

4. Answers will vary. The student was to write a synonym for "swift." Suggested answers are fast, quick or speedy.
5. Answers will vary. The student was to write a synonym for "noisy." Suggested answers are loud, clamorous or boisterous.
6. Answers will vary. The student was to write an antonym for "closed." Suggested answers are open or free.
7. Answers will vary. The student was to write an antonym for "calm." Suggested answers are agitated, rough, disturbed, jumpy or nervous.
8. A
9. B

Main Ideas and Topics

10. Topic: gas
11. Main idea: Gas is a very important resource these days.
12. Topic: Shopping
13. Main idea: The best time of the day to do your food shopping is in the morning.

Relationships

14. A
15. C

Following Directions I

1. (16.) B
2. (17.) E
3. (18.) D
4. (19.) C
5. (20.) A

Graphs, Globes and Maps

21. C
22. D
23. C
24. C
25. A

Spell it right

26. children
27. Oxen
28. foxes
29. geese
30. potatoes
31. stories
32. running
33. hottest
34. cooler
35. Dripped

ANSWER KEY

Root Words
Prefixes
Suffixes

Pre-test

1.	un	believe	able
2.		forgive	ness
3.	un	use	able
4.	mid	night	
5.	pre	caution	
6.	un	wrap	ing
7.	mis	fortune	
8.		collect	ion
9.	un	worth (y)	
10.	in	direct	ly

Exercise 1

1. reaction
2. biology
3. exceed
4. transfer
5. scribble
6. scripture
7. spectacles
8. report
9. reverse
10. diction

Exercise 2

1. creamy
2. outstanding
3. replaceable
4. frightening
5. dangerous
6. travelers
7. almost
8. review
9. skillful
10. sixty
11. multicolored
12. unfairness
13. speaker
14. smoothly
15. stuffy
16. sleepy
17. American
18. lemonade
19. unknown
20. rocky

Exercise 3

1. antislavery
2. deform
3. condense
4. undriendly
5. withhold
6. superman
7. subway
8. renew
9. reclaim
10. automobile
11. unhappy
12. telephone
13. interstate
14. reaction
15. proclaim
16. displaced
17. exclaim
18. indoors
19. remind
20. explore

Exercise 5

1. livable
2. friendship
3. resentment
4. happiness
5. statement
6. likely
7. student
8. racist
9. restless
10. cheerful
11. golden
12. colorness
13. teacher
14. childish
15. traitor

Post Test

1.	dis	trust	ful
2.	in	expert	ly
3.	mis	behave	ed or d
4.	in	human	
5.	im	measure	able
6.	dis	grace	ful
7.	in	advis (e)	able
8.		invit (e)	ation
9.		irrigat (e)	ion
10.		form	ation
11.	im	mov (e)	able
12.		courage	ous
13.		silk	en
14.	dis	courag(e)	ing
15.		ruin	ous

Syns. Ants. Homs.

ANSWER KEY

Pre-test				Exercise 1				Exercise 2	
1.	peace	1.	eager	1.	d	1.	trip	1.	a
2.	hear	2.	border	2.	h	2.	street	2.	e
3.	fir	3.	rough	3.	a	3.	mistake	3.	f
4.	pedal	4.	slim	4.	f	4.	right	4.	c
5.	pear	5.	displeased	5.	b	5.	rot	5.	i
6.	new	6.	habit	6.	c	6.	funny	6.	b
7.	alter	7.	warn	7.	j	7.	offering	7.	d
8.	chord	8.	empty	8.	g	8.	miserable	8.	j
9.	steak	9.	deadly	9.	e	9.	dark	9.	g
10.	weak	10.	height	10.	i	10.	old	10.	h

Exercise 4		Exercise 5			
1.	a	1.	easy	11.	graceful
2.	d	2.	decrease	12.	catch
3.	g	3.	divide	13.	brave
4.	i	4.	stale	14.	ugly
5.	k	5.	wrong	15.	find
6.	b	6.	defeat	16.	smile
7.	c	7.	reject	17.	new
8.	j	8.	safe	18.	domestic
9.	e	9.	shady	19.	solid
10.	f	10.	happiness	20.	restrain
11.	h				

Exercise 6		Exercise 7		Exercise 8		Post test					
1.	Their	1.	aisle	1.	dew	1.	morale	1.	c	1.	i
2.	fare	2.	beech	2.	herd	2.	your	2.	g	2.	f
3.	reign	3.	road	.	grate	3.	plain	3.	j	3.	b
4.	waste	4.	lead	4.	sow	4.	dessert	4.	a	4.	j
5.	waist	5.	dye	5.	stake	5.	principal	5.	i	5.	d
6.	Foul	6.	tale	6.	stake	6.	Whose	6.	b	6.	a
7.	rap	7.	mantel	7.	steak	7.	compliment	7.	h	7.	h
8.	their	8.	stationery	8.	groan	8.	weather	8.	d	8.	c
9.	not	9.	coarse	9.	site	9.	Capitol	9.	f	9.	g
10.	for	10.	currant	10.	to	10.	through	10.	e	10.	e

MAIN IDEAS & TOPICS

PRE-TEST—P. 1

1. TOPIC: animals
   MAIN IDEA: Most animals can get away from danger in a hurry.

2. TOPIC: animals
   MAIN IDEA: Many animals are protected by their color.

3. TOPIC: reindeer
   MAIN IDEA: The reindeer were very useful to the people in the North.

4. TOPIC: insects
   MAIN IDEA: Many insects cause damage.

STUDY 1

P. 2: clothes (or a similar idea)

P. 3: coat, boots, belt

STUDY 2—Pp. 3 & 4

fruit

trees

vegetables

sports

animals

beer

numbers

months

school supplies

PRACTICE EXERCISE—Pp. 4 & 5

1. the park, or kids at the park

2. paint

3. cheese

4. thumb

PRACTICE EXERCISE II—Pp. 5 & 6

1. magazines

2. Paul Bunyan

3. Quakers

4. Martin Luther King

5. Barbara Jordon

PRACTICE EXERCISE I—Pp. 8 & 9

1. TOPIC: museum
   MAIN IDEA: There is something for everyone to enjoy in a museum.

2. TOPIC: Phyllis Wheatley
   MAIN IDEA: Although she was a slave, Phyllis was treated kindly by the Wheatleys.

3. TOPIC: Bodie, California
   MAIN IDEA: Bodie, California is a ghost town which gives people creepy feelings.

4. TOPIC: Mary Hartman
   MAIN IDEA: People all over the country love Mary Hartman.

PRACTICE EXERCISE II--Pp. 9 & 10

1. TOPIC: youth
   MAIN IDEA: A youth is the person who is going to carry on what you have started.

2. TOPIC: air pollution
   MAIN IDEA: Air pollution is caused by many different things.

3. TOPIC: air pollution
   MAIN IDEA: Air pollution causes much damage.

4. TOPIC: talking well
   MAIN IDEA: It is important that you learn to talk well.

PRACTICE EXERCISE--Pp. 10-12

STORY 1

TOPIC: ring-tail monkeys
MAIN IDEA: How to catch a ring-tail monkey (or a similar idea).

STORY 2

TOPIC: whales
MAIN IDEA: How men hunted whales (or a similar idea).

POST-TEST--P. 13

1. TOPIC: oysters
   MAIN IDEA: Oysters have many enemies

POST-TEST (cont.)

2. TOPIC: sugar
   MAIN IDEA: Sugar is found in many different foods.

3. TOPIC: minerals
   MAIN IDEA: Minerals are needed to make a strong body.

4. TOPIC: birds
   MAIN IDEA: Birds are very useful to people.

PRE-TEST—P. 1

1. RELATIONSHIP: listing
   SIGNAL WORDS: and

2. RELATIONSHIP: time order
   SIGNAL WORDS: after, later, finally

3. RELATIONSHIP: comparison-contrast
   SIGNAL WORDS: much more than

4. RELATIONSHIP: cause-effect
   SIGNAL WORDS: because

ORDER OF SLIDE PICTURES—P. 3

3, 1, 2
Paragraph B is written in the same time order as the pictures.

EXERCISE IA—P. 5

1. first, August, at first, September, soon, subsequently, now

2. first, then, before, after

3. immediately, meanwhile, before

4. ago, at first, later, afterwards, now

EXERCISE IB—P. 6 & 7

1. a 1 b 3 c 4 d 2

2. a 2 b 1 c 3 d 4

3. a 3 b 2 c 1 d 4

4. a 1 b 3 c 4 d 2

EXERCISE IC—P. 7

Answers will vary

The student was to write the directions on how to do something in three to six sentences, using words which signal time relationships. The words signaling a time relationship should be underlined.

CAUSE-EFFECT RELATIONSHIPS—P. 8

Jim fell flat on his face because he tied his shoe laces together.

EXERCISE IIA--P. 9

1. as a result

2. since

3. for these reasons

4. so

EXERCISE IIB--Pp. 10 & 11

1. Carol is reading her recipe book because she wants to learn how to make sweet and sour meatballs.

2. Paul Revere rushed to warn the Minutemen in Lexington because he had found out about General Gage's plan to seize their gun powder.

3. The nomads travel from place to place because their herds of sheep quickly eat all the grass on an oases and soon need more.

4. There was a great deal of flooding of areas in Lansing in 1975 because there was a continuous heavy rainfall in this city.

EXERCISE IIC--P. 11

Answers will vary.
The student was to write two sentences which show a cause-effect relationship.

EXERCISE IIIA--Pp. 12 & 13

1. However

2. But

3. In spite of

4. Although

EXERCISE IIIB--Pp. 13 & 14

ISSUE I: SLAVERY

VIEWPOINT OF THE PEOPLE IN THE NORTH: The people in the North did not believe in slavery. These people earned their money in factories and did not need slaves for work in the fields.

VIEWPOINT OF THE PEOPLE IN THE SOUTH: Most of the people in the South thought they needed slaves to help them work on their plantations.

EXERCISE IIIB (cont.)

ISSUE II: TARIFF

VIEWPOINT OF THE PEOPLE IN THE NORTH: The people in the North wanted and passed a tariff law which forced other countries to pay a tax when they sent their goods to the USA.

VIEWPOINT OF THE PEOPLE IN THE SOUTH: But the Southerners did not like the tariff law. It meant they had to pay a higher price for their goods from other countries.

ISSUE III: CALIFORNIA AND POWER OF THE SENATE

VIEWPOINT OF THE PEOPLE IN THE NORTH: The people in the North wanted California to join the union as a free state.

VIEWPOINT OF THE PEOPLE IN THE SOUTH; The people in the South did not want California to join as a free state because they feared the Senate power would be taken over by free states.

EXERCISE IVA: Pp. 15 & 16

1. one, another, third, lastly
2. the following, as well as, also, moreover
3. several, and, also
4. many, first, likewise, in addition

EXERCISE V--Pp. 16-18

1. RELATIONSHIP: comparison-contrast
   SIGNAL WORDS: on the other hand

2. RELATIONSHIP: time order
   SIGNAL WORDS: first, then, after, then, finally

3. RELATIONSHIP: comparison-contrast
   SIGNAL WORDS: but instead

4. RELATIONSHIP: time order
   SIGNAL WORDS: as soon, first, later

5. RELATIONSHIP: listing cause-effect
   SIGNAL WORDS: the following so that

6. RELATIONSHIP: listing
   SIGNAL WORDS: (alot), first, then, furthermore, and

POST-TEST--P. 19

1. RELATIONSHIP: cause-effect
   SIGNAL WORDS: because

2. RELATIONSHIP: listing
   SIGANL WORDS: and

3. RELATIONSHIP: comparison-contrast
   SIGNAL WORDS: much more than

4. RELATIONSHIP: time order
   SIGNAL WORDS: first, then, later, final

Answer Sheet

Following Directions I

Pre-Test See answers to Word Game I & II.

Can You Follow Written Directions? Student should only have name written in upper left-hand corner of page.

What's the Word

Word Game 1--Baseball
"   2--Christman
"   3--Security
"

Exercise I
1. b   2. b   3. a   4. b

Exercise II

1. c   2. b   3. c   4. b

Exercise III

1. d   2. d   3. d   4. a

Exercise IV

1. high school
2. dress shop
3. library
4. the beach on first street
5. dresses and groceries

Forms
Answers will vary.
Post Test
Word Game-- Walt Disney
Part II--
1. b   2. b   3. b   4. a

GRAPHS, GLOBES, MAPS

ANSWER KEY
(LEVEL E)

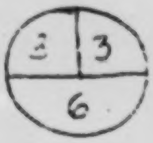
A. Graphs

page 2

2/4 or ½
50%
¼
25%

page 3

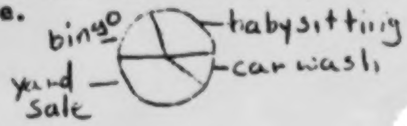
6 out of 12, 6/12, ½
3 out of 12, 3/12, ¼
3 out of 12, 3/12, ¼



page 5 first graph (slices in clockwise order from 12 o'clock) lunches, church bus, candy, magazines, savings (or savings, magazines).

second graph (slices in clockwise order from 12 o'clock) streets, miscellaneous, libraries & parks, health, general government, police and fire.

third graph

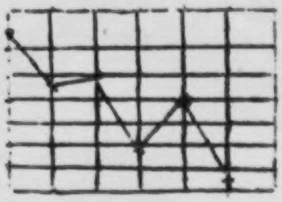


page 6	page 7
31 days	Math
30 days	80
Feb.	Art
July & Aug.	96, 97

page 8

St. Louis	33
Pittsburgh	43
New York	32,33
Montreal	37,38
Philadelphia	26,27
Chicago	45

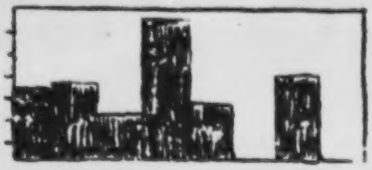
page 8



page 10

Tokyo	11,400,000
London	8,000,000
Paris	7,200,000
Moscow	6,400,000
Peking	4,200,000
Delhi	200,000

page 10



B. Globes

page 4

1. North Pole
2. South Pole
3. parallel of latitude
4. meridian of longitude
5. artic circle
6. antarctic circle
7. equator
8. Northern & Southern Hemisphere
9. Eastern & Western Hemisphere
10. axis
11. rotates

page 5

A should be 7 lines above the center horizontal line.
B should be 3 lines below the center horizontal line.
C should be 5 lines above the center horizontal line.
D should be between the first and second lines below the center horizontal line.

GRAPHS, GLOBES, MAPS

ANSWER KEY
(LEVEL I)

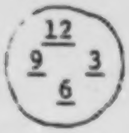
B. Globes

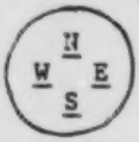
page 6

A should be 2 lines right of the center vertical line.
B should be 3 lines left of the center vertical line.
C should be 1½ lines right of the center vertical line.
D should be between the center vertical line and the first line to its left.

C. Maps

page 3





page 5

Southwest or SW
Northwest or NW

page 6

1. northwest or NW
2. west or W
3. Southeast or SE
4. Southwest or SW
5. Ottawa & Walnut
6. Lenawee
7. Public Library
8. Where you started (Public Library)
9. no, yes, no

page 7

1. graphic relief
2. from the signs/symbols
3. east and west
4. Boone
5. Carson
6. Tor
7. rivers
8. low hills
9. lake
10. high hills
11. railroad
12. about 5 miles

page 8

1. political
2. boundaries
3. Boise
4. Sioux
5. it's a capital
6. Nevada
7. about 200 miles

SPELLING PACKET

PRETEST ANSWER KEY

Page 1

A.
1. careful
2. flattest
3. cutting
4. nicely
5. nicer
6. hopping
7. useless
8. using
9. useful
10. napped
11. lonesome
12. stopped
13. dripping
14. cutest
15. swimmer
16. tapping
17. taping
18. hurrying
19. hurried
20. hotter

B.
1. height
2. friend
3. field
4. piece
5. weight
6. freight
7. believe
8. chief
9. niece
10. neighbor

C.
1. taxes
2. bottles
3. inches
4. wishes
5. waltzes
6. glasses
7. sisters
8. churches
9. gases
10. sacks

Page 2

D.
1. monkeys
2. leaves
3. toys
4. roofs
5. wolves
6. ponies
7. halves
8. pennies
9. loaves
10. countries

E.
1. zoos
2. potatoes
3. autos
4. heroes
5. shampoos
6. echoes
7. pianos
8. tomatoes
9. vetoes
10. solos

F.
1. foxes
2. mice
3. houses
4. children
5. saleswomen
6. moose
7. geese
8. feet
9. teeth
10. foremen

G.
1. niece
2. fathers-in-law
3. robber
4. received
5. ponies
6. shampoos

Page 3

7. tomatoes
8. moose
9. height
10. rabbit / hopped

SPELLING PACKET

ANSWER KEY

Page 4

1. hottest
2. slipping
3. patted
4. fattest

Page 5

5. cutter
6. fitted
7. batter
8. blurry
9. winner
10. swimming
11. flattest
12. pitted
13. mapping
14. sitter
15. nutty

1. robber
2. dripping
3. planning
4. spotted
5. blotter
6. sipping
7. dropped
8. trimmer
9. mopping
10. logger
11. flipper
12. hippy
13. humming
14. budding
15. dimmest
16. furry
17. ripped
18. zipping

Page 6

1. shapely
2. later
3. making
4. biting
5. inflated

Page 7

6. careful
7. muted
8. glaring
9. baker
10. coded
11. piling
12. shaking
13. namely
14. forceful
15. mining

Page 7 (continued)

1. shaping
2. lately
3. inflation
4. cared
5. caring
6. cutely
7. cuter
8. naming
9. nicely
10. lifeless
11. waking
12. lonely
13. smiling
14. useful
15. useless
16. using
17. finer
18. finest
19. circling
20. nicest
21. slicing
22. wired

Page 8

1. criticizing
2. beginner
3. benefitting
4. kidnapper
5. imaginable
6. vocalizing
7. unforgotten
8. disaffiliated
9. overlapping
10. disciplining
11. prefabricated
12. interlaminating
13. unzipped
14. undiscriminating

Page 9

1. beautiful
2. laziest
3. enjoying
4. drying
5. driest
6. toying
7. happiness
8. replying
9. replied
10. denial
11. riskier

Page 10

12. flying
13. filer
14. earliest
15. -harmonious

Page 11

1. grief
2. weight
3. field
4. priest
5. eight
6. niece
7. brief
8. sleigh
9. believe
10. conceit

SPELLING PACKET

ANSWER KEY

Page 11 (continued)

1. correct
2. grieve
3. piece
4. handkerchief
5. correct
6. field

Page 12

7. correct
8. fierce
9. perceive
10. shriek
11. correct
12. yield
13. correct
14. correct
15. beige

Page 13

1. taxes
2. switches
3. cats
4. waltzes
5. bottles
6. glasses
7. brushes
8. seconds
9. buzzes
10. dishes
11. cartons
12. sisters
13. doors
14. fizzes
15. inches
16. pencils
17. wishes
18. tricks
19. bushes
20. boxes

Page 14

1. monkeys
2. babies
3. navies
4. alleys
5. cities
6. toys

1. daisies
2. countries
3. holidays
4. crashes
5. dictionaries
6. sacks
7. donkeys
8. taxes
9. pennies
10. calendars
11. guesses
12. guests
13. marshes
14. berries
15. messes
16. jockeys
17. churches
18. crutches
19. stories
20. facts

Page 15

1. zoos
2. bongos
3. potatoes
4. solos
5. autos
6. rodeos
7. heroes
8. burros
9. tomatoes
10. igloos
11. echoes
12. vetoes
13. sopranos
14. pintos or pintoes
15. studios
16. shampoos
17. torsos
18. dittos
19. radios
20. tangos

Page 16

1. yo-yos
2. jumbos
3. piccolos
4. embryos
5. jellos
6. Latinos
7. bingos
8. photos
9. tacos
10. tobaccos
11. Eskimos
12. egos
13. bordellos
14. halos
15. kangaroos
16. voodoos
17. Chicanos
18. pros
19. silos
20. hellos

Page 17

1. elves
2. saleswomen
3. shelves
4. reindeer
5. chiefs
6. giraffes
7. wives
8. geese
9. moose
10. Frenchwomen
11. loaves
12. catfish
13. knives
14. chairmen
15. lives
16. houses
17. lice
18. thieves
19. foremen
20. children

1. priceless
2. niece
3. hopped
4. slamming
5. bubbling
6. conceited
7. mopping
8. hiding
9. believes
10. beginning
11. weighed
12. chief
13. monkeys

Page 18

14. pennies
15. potatoes
16. fish
17. lives
18. batteries
19. heroes

SPELLING PACKET

POST TEST ANSWER KEY

Page 1

A.
1. hitting
2. batted
3. shaped
4. cutter
5. cutest
6. namely
7. realizing
8. kidnapped
9. imaginable
10. benefitted
11. baking
12. piggy
13. lately
14. later
15. flipper
16. occurrence
17. indication
18. handicapping
19. agitated
20. erasure

B.
1. brief
2. shield
3. ceiling
4. grief
5. priest
6. achieve
7. sleigh
8. thief
9. conceit
10. receive

C.
1. tricks
2. itches
3. boxes
4. forks
5. ways
6. recesses
7. buzzes
8. packs
9. bushes
10. ashes

D.
1. babies
2. alleys or allies

Page 2 (D-continued)

3. navies
4. ladies
5. berries
6. shelves
7. proofs
8. giraffes
9. wives
10. knives

E.
1. tattoos
2. studios
3. echoes
4. Eskimos
5. trios
6. tomatoes
7. radios
8. vetoes
9. potatoes
10. heroes

F.
1. congressmen
2. sheep
3. teeth
4. oxen
5. mailmen
6. saleswomen
7. feet
8. boots
9. children
10. sisters-in-law

G.
1. tattoos
2. baking
3. achieve
4. sheep
5. glasses
6. sisters-in-law
7. churches
8. oxen
9. ceiling

Page 3 (G-continued)

10. babies
11. shelves
12. roofs
13. believed
14. inning
15. candies
16. kangaroos
17. tangos
18. countries
19. children
20. men
21. groceries
22. inflation
23. beautiful
24. received
25. shield
26. tacos
27. height
28. halves
29. moose
30. pianos

Reading Improvement I - Post Test Answer Key

Root Words, Prefixes and Suffixes

1.	in	correct	ly
2.	trans	fer	able
3.	con	dense	
4.		like	ness

Synonyms, Antonyms, and Homonyms

5. tired, worn out
6. careful
7. broth

8. [✓ tall - short]
9. huge - enormous
10. [✓ gas - solid]
11. gorgeous - beautiful
12. dangerous - enemy
13. [✓ euphoric - despondant]

14. their, there
15. through
16. rode, road

Main Ideas and Topics

17. Topic: Collectors or collecting
18. Main Idea: People will collect anything.

19. Topic: lyric poetry
20. Main Idea: There are many kinds of lyric poetry.

Relationships

21. D
22. C

Following Directions I

23. C
24. E
25. B
26. A
27. D

Graphs, Globes, and Maps

28. A
29. B
30. B

Reading Improvement I - Post Test Answer Key

Page 2

31. A
32. D
33. A

Spell It Right

34. ponies
35. zoos
36. heroes
37. leaves
38. mice
39. fathers-in-law

40. beginner
41. forceful
42. robber
43. furry
44. hottest

45. friend
46. freight
47. conceit

READING IMPROVEMENT II PLACEMENT TEST

ANSWER KEY

[Context Clue]

1. B (A is acceptable)
2. C

[Finding the Main Idea]

3. main idea: pizzas are made of almost anything
4. main idea: in the past 80 years since Edison developed his incandescent lamp, electricity has revolutionized life in our homes.

[Reading for Details]

5. The History of the American Flag
    - I. In the early days of the American Revolution, each state had a flag of its own.
        - A. Massachussetts' flag bore a pine tree.
        - B. South Carolina had a flag with a rattlesnake and red and blue stripes.
        - C. The Rhode Island flag had thirteen stars.
    - II. Washington's new continental army displayed a flag representing all of the colonies, as well as their British fathers.
        - A. In the top left hand corner was the British Grand Union Flag.
        - B. Around the British emblem were thirteen red and white stripes representing the 13 colonies that later became the first members of the United States.
    - III. In 1777 a national flag that symbolized the new country was adopted.
        - A. This flag consisted of 13 stars (in place of the Grand Union Flag) and 13 stripes, alternately red and white.
        - B. The 13 stars represented the original 13 colonies.
        - C. Later, a stripe was added every time a new state was accepted into the union.

[Following Directions II]

6. B
7. B
8. C

[Maps & Graphs]

9. B
10. Answers will vary. Student is to draw a circle graph showing how time was spent the preceding day. Each slice of the circle should be labeled with the activity that slice represents and perhaps the time spent on that activity.
11. Student is to draw a compass which should have 8 points: N(orth), N(orth) E(ast), E(ast), S(outh) E(ast), S(outh), S(outh) W(est), W(est), N(orth) W(est).

READING IMPROVEMENT II PLACEMENT TEST

ANSWER KEY (page 2)

[Dictionary Skills]

12. the first syllable
13. gussie
14. the Greek word, archaios
15. either of 2 zones (North and South temperate zones) between the tropics and the polar circles

[What's in a Book]

16. B
17. D

ANSWER KEY

CONTEXT CLUES

PRE-TEST

1. c
2. b
3. a
4. c
5. a
6. b
7. c
8. a
9. c
10. b

EXERCISE 1

1. b
2. a
3. c
4. c
5. b
6. a
7. b
8. a
9. b
10. c

EXERCISE 2

1. buildings for housing soldiers
2. A children's game played with a string looped on the fingers.
3. person who eats more than he should
4. to make less in size or number
6. location
7. a small sea animal
8. a cotton material with a small design on it
9. an instrument that measures the distance you walk
10. words with the same spelling and different meanings

EXERCISE 3

1. exactly, clearly
2. extremely heavy
3. job or work
4. force
5. blocked
6. rigid, unable to move
7. end station
8. parts
9. late
10. find out

EXERICSE 4

1. too great
2. leave
3. daring
4. grow less
5. very strong
6. dangerous
7. leave
8. flooded
9. extreme triedness
10. not enough

EXERCISE 5

1. adaptable; not rigid, pliable
2. doubts, fears, dread
3. hostile, warlike
4. essential, can't get along without it
5. sudden gush, a fit
6. almost, being in effect, but not in fact
7. takes neither side
8. differences, unlikenesses
9. permitting, empowering
10. don't understand

POST-TEST

1. a
2. c
3. c
4. b
5. a
6. a
7. b
8. c
9. a
10. b

MAIN IDEAS

PRETEST

1. A. vacuum cleaners
   B. buying vacuum cleaners
   C. There are several features to check for when shopping for a vacuum cleaner.

2. A. pearls
   B. pearls have been around since ancient times
   C. Thus we know that the pearl is the oldest of gems.

3. A. shoppers
   B. practical shoppers look in the yellow pages
   C. The practical way to find a particular brand is to look in the yellow pages in the back of your phone book.

4. A. tornado protection
   B. ways to protect yourself from tornadoes
   C. There are several things you may do for protection when a tornado is approaching.
   (There is no one sentence in the paragraph which states the main idea.)

EXERCISE I

1. Pattern 1
   (Main idea sentence: A writer must use concete details in a story so that he can control the reader's imagination.)

2. Pattern 2
   (Main idea sentence: One could say that my sister loves sports.)

3. Pattern 1
   (Main idea sentence: The kitchen looked as though Anne had gone out in a great hurry.)

4. Pattern 1
   (Main idea sentence: I am a "coke-aholic.")

5. Pattern 2
   (Main idea sentence: Your education and training may affect your whole life.)

EXERCISE II

1. Yet if the truth were known, some turtles move very quickly.

EXERCISE II (CONT.)

2. Advertising people often spend days, weeks, even months, thinking of brand names which will attract people to their products.

3. Americans living in different parts of the country pronounce words differently.

4. There are other suggestions, also, for avoiding the Christmas tree fire.

EXERCISE III

1. Dinosaurs became larger as time went by.

2. Women in America do not have the same rights as men.

3. The uneasy thoughts of a woman who has found herself responsible for her younger brother at her mother's death.

4. Most of the people in India live poorly without the comforts of life.

POST TEST

1. The part time jobs that I have had have given me valuable experience.

Pattern 1

2. I've learned that first impressions of people are often wrong.

Pattern 2

3. Some scientists believe that the seven continents were once a single mass of land.

Pattern 3

4. Concrete is used in the building of many different types of structures.

Pattern 4

ANSWER KEY

READING FOR DETAILS

PRETEST

PARAGRAPH 1

I. The two types of dictionaries are unabridged dictionaries and abridged dictionaries.
    A. "Unabridged" means complete and that's just what such dictionaries are.
        1. The unabridged dictionary usually consists of huge volumes which contain almost every word in the language.
    B. Abridged means condensed, or shortened in form.
        1. Abridged dictionaries are usually small and inexpensive.
        2. An abridged dictionary gives a wide range of information, but omits words which are less important.

PARAGRAPH 2

I. Algae are important because of their many uses.
    A. Algae provides food for many aquatic animals.
    B. They are also responsible for a large amount of oxygen production.
    C. Algae is even used in the manufacture of ice cream, shaving cream, and shampoos.

PARAGRAPH 3

I. Moss grows in a variety of habitats.
    A. You can find moss near the banks of streams.
    B. Moss also grows beneath trees.
    C. You may even find moss growing on wet walls.

PARAGRAPH 4

I. There is a relationship between the type of teeth a mammal has and its eating habits.
    A. Mammals which eat insects usually have small projecting teeth so that they can reach into small openings.
    B. Carnivorous, or meat-eating, animals usually have both sharp teeth for cutting and large teeth for chewing.
    C. Herbivorous, or plant-eating, animals usually have broad, flat teeth to use for grinding.

ANSWER KEY

EXERCISE 1

Paragraph 1

The giraffe is one of Africa's most interesting animals.

- It is the tallest animal in the world.
- It has a long neck that enables it to reach the leaves in trees to get its food.
- The giraffe has long legs which helps it to run quickly.
- The giraffe also stands up while it sleeps.

Paragraph 2

The abalone shell is beautiful and useful.

- Both the inside and outside of this shell can be polished to a lovely lustre.
- The shiny mother-of-pearl is found in this shell.
- People often make buttons as well as jewelry from the abalone shell.

Paragraph 3

The giant clam has the largest shell.

- It often grows to be two or three feet in diameter.
- These shells have been known to weigh close to four hundred pounds.

Paragraph 4

Water occurs in the three forms or states of matter.

- Under normal temperatures, water is a liquid.
- When it's heated, water becomes a gas called steam.
- When sufficiently cooled, water becomes a solid in the form of ice.

ANSWER KEY

EXERCISE 2

Paragraph 1

I. Meterologists usually measure cloudiness by the amount of the sky which is covered by clouds.
    A. A sky which is covered in less than three-tenths of its area is said to be clear.
    B. A sky which is covered by eight-tenths or more is said to be cloudy.

Paragraph 2

I. Plants are one of the most important things in mankind's life.
    A. Plants provide food in the form of vegetables and fruits.
    B. Plants provide food for animals such as cattle which man eats.
    C. Plants provide shelter in the form of building materials.
    D. Plants provide fibers for much of man's clothing.
    E. Plants also provide juices used in the production of man's medicines.

Paragraph 3

I. Meterologists have classified clouds into three basic classes according to altitude.
    A. A cirrus cloud is a high thin cloud that floats near the top of the troposphere.
    B. At a lower level, you find the cumulus clouds.
    C. The clouds in the lowest level of altitude are called stratus.

Paragraph 4

I. The helicopter is perhaps the most versatila flying machine.
    A. The helicopter can take off straight up.
    B. It can land straight down
    C. It can hover in one spot
    D. It can even fly backwards and sideways.

EXERCISE 3

Paragraph 1

- I. Two of the common eye defects which can usually be corrected with glasses are myopia and hyperopia.
  - A. Myopia is commonly called nearsightedness.
    - 1. A person with myopia can see close objects clearly.
    - 2. But distant objects appear fuzzy to him.
  - B. Hyperopia is commonly called farsightedness.
    - 1. Objects near a person with hyperopia appear fuzzy to him.
    - 2. On the other hand, he is able to see distant objects clearly.

Paragraph 2

- I. Literary prose can be divided into two types: non-fiction and fiction.
  - A. Nonfictional works are those whose main purpose is to convey information.
    - 1. Autobiographies, biographies, essays, and newspapers are forms of nonfiction.
  - B. Fictional works deal with life as seen through the imagination of the author.
    - 1. Many people enjoy fictional writing.
    - 2. It often gives the reader a greater understanding of himself and the people around him.

Paragraph 3

- I. Plants have a great influence on man's life.
  - A. Some plants are beneficial to man.
    - 1. Man can eat plants.
    - 2. He can make clothes from the fibers of plants.
    - 3. He also makes medicine from some plants.
  - B. But other plants are harmful to man.
    - 1. There are bacteria which cause disease.
    - 2. Some plants are even poisonous to eat.

Paragraph 4

- I. In man's attempt to fly, he has designed many types of machines.
  - A. One form he's tried to use could be called "lighter-than-air" craft.
    - 1. He has used balloons filled with helium which is a lighter than air gas.
    - 2. Using the same principle, he has also flown in dirigibles.
  - B. Another method was to design "heavier-than-air" machines.
    - 1. The Wright brothers made the first engine powered, heavier-than-air flight in an airplane.
    - 2. Gliders and helicopters are also "heavier-than-air" forms of flying machines.

ANSWER KEY

POST TEST

Paragraph 1

I. There are many different types of fungi.
    A. One type of fungus is the mold that grows on old bread and fruit.
    B. The mildew you find on wet objects, such as a damp cloth, is a fungus.
    C. Mushrooms and puffballs are another kind of fungus.

Paragraph 2

I. Denmark is famous for many reasons.
    A. It is famous for its dairy products such as cheese.
    B. Beautiful porcelin, china, and furniture is made in Denmark and sold throughout the world.
    C. Denmark was also one of the first nations to develop an adult education program.

Paragraph 3

I. Most of the people who lived in the Middle Ages probably were unhappy.
    A. They worked hard for their lords who they feared.
    B. Many of them were sick because they did not have the right kinds of food or medical attention.
    C. They had little protection against thieves who might pounce upon them.

Paragraph 4

I. The two main classes of seed plants are seed plants with cones and seed plants with flowers.
    A. The evergreens such as pine, spruce, fir, and cedar are members of the seed plants with cones class.
        1. These plants do not produce flowers.
    2. Their seeds are in their cones.
    B. All flowers, fruits, vegetables, grains, and grasses are members of the seed plants with flowers class.
        1. These plants have flowers which produce seeds.
        2. Their seeds can usually be found in pods, fruits, or nutshells.

Answer Sheet--Following Directions II

Pre-Test
See word games #1 and #2.

What's the Word
Game #1-pencil becomes ERASER.
Game #2-Thamas Jefferson becomes CONSTITUTION

Directions Exercises
I 1. a 2. d 3. a 4. c

II 1.a 2. b 3. d 4. d

III 1. c 2. d 3. a 4. a

Reading Tests
1. k
2. I
3. N
4. B
5. C
6. S
7. H
8. R
9. M
10. F
11. P
12. O
13. J
14. T
15. A
16. L
17. G
18. Q
19. E
20. I

Post-Test
Part I--READING

Part II
1. b 2. c 3. a 4. c

MAPS AND GRAPHS

ANSWER KEY
(LEVEL 2)

page 5

9, 9, 10

page 9

1. Wash., Ore., Mont., Idaho
2. invalid question
3. invalid question
4. Wis.

page 11

1. Atlantic Ocean
2. Lake Michigan
3. Pacific Ocean
4. Lake Erie
5. South Carolina
6. Minnesota
7. Because it's south of North Dakota
8. yes
9. Gulf of Mexico
10. Gulf of Mexico
11. Mexico
12. about 700 miles
13. about 500 miles
14. about 200 miles
15. Michigan
16. boat

page 13

1.
2.
3. 4
4. Central
5. Green Line
   Red Line
6. State
7. Take the Red Line from Broadway to Park St.; transfer at Park St. to the Green Line. Take the Green Line to Science Park
   -or-
   Take Red Line from Broadway to Washington; transfer to Orange Line; take Orange Line to State; transfer to Blue Line; take Blue Line to Gov't Center; transfer to Green Line; take Green Line to Science Park.

page 15

Y = C-3

page 19

2. a. U.S. 30
   b. East
   c. Pine Bluffs and Bushnell
   d. Wyoming
   e. Nebraska
3. U.S. 287
4. a. C-14 and U.S. 85
   b. C-14
   c. west
   d. U.S.85
   e. Ault
   f. right
   g. north
5. U.S. 87 & U.S. 85
6. a. Cheyenne
   b. Wyoming
   c. B-3

ANSWER KEY THE DICTIONARY

Pre-test

1. Africa
2. airplane
3. alfalfa
4. always
5. another
6. Aztec
7. basket
8. beautiful
9. benefit
10. blubber
11. busy
12. buzz

1. similar
2. finally
3. peaceable
4. making
5. height
6. length
7. privilege
8. receive
9. coming
10. believe

1. ex press
2. ar range
3. de vel op
4. re mem ber
5. hap pi ness
6. el e gant
7. com mu ni ty
8. bi ol o gy

Exercise A (pg. 5)

1. apple
2. basket
3. class
4. director
5. ink
6. library
7. novel
8. paper
9. school
10. teacher

Exercise B (pg. 6)

1. acorn
2. apricot
3. banana
4. bowl
5. cherry
6. corn
7. cranberry
8. fig
9. fruit
10. grape
11. gum
12. sweet
13. tender
14. tomatoes
15. turnip

Exercise C (pg. 6)

1. ace
2. angel
3. apple
4. apricot
5. been
6. began
7. bell
8. below
9. glove
10. gravy
11. greed
12. twelve
13. twenty
14. twice
15. two

Part IV (pg. 8)

1. Page 94
2. Page 93
3. Page 92
4. Page 94
5. Page 91
6. Page 92
7. Page 90
8. Page 93
9. Page 90
10. Page 91

Part V (pg. 10)

1. at / tach
2. back / ward
3. cal / va / ry
4. cor / rob / o / rate
5. drea / ri / ness
6. fic / ti / tious
7. he / ma / tol / o / gy
8. Jan / u / ar / y
9. lim / i / ta / tion
10. pine / ap / ple
11. prag / ma / tism
12. rhe / tor / i / cal
13. shep / herd
14. tes/ ti / mo / ni / al
15. ze / ro

Part VI (Pg. 13)

1. cocoa
2. county
3. explain
4. movie
5. radio
6. narcotic
7. unite
8. room mate
9. coast
10. make

ANSWER KEY cont. THE DICTIONARY

Part VII (pg. 15)

(Answers will vary)
1. MF, fr. L sincererus (Middle French, from Latin sincerus)
2. ME fr. OE hyll
3. ME sobben
4. Teddy, nickname of Theodore Roosevelt
5. ME, FR, MF, fr. L collegium
6. L, septum, seven
7. LL fr. Gr Iesous, fr. Heb. Yeshua
8. ME MONEYE, fr. MF moneie, fr. L moneta mint, money
9. ME rode, fr. OE rad, ride, journey

Part VIII (pg. 17 - 20)
1. 1
2. 2
3. 4

4. 3
5. 2
6. 5
7. 2
8. 1
9. 4

10. 2
11. 4
12. 3
13. 2
14. 1
15. 7

16. 4
17. 1
18. 5
19. 2
20. 33
21. 11

22. 3
23. 4
24. 2
25. 2
26. 4
27. 1

28. 2
29. 4
30. 1

Part IX pg. 22

Synonyms and antonyms will vary.

1. syn. : comprehend, embrace, involve, imply
2. syn. : criterion, gauge, yardstick, touchstone
3. syn. : infringement, transgression, profanation, interruption, disturbance, ravishment, rape
4. syn. : just, equitable, impartial, unbiased, dispassionate, objective, beautiful
5. syn. : dishonor, disrepute, shame, infamy, ignominy, disgrace
6. syn. : seize, grasp, clutch, snatch, grab, receive
7. syn. : look, watch
8. syn. : jeer, gibe, fleer, sneer, flout
9. syn. : event, incident, episode, circumstance
10. syn. : intent, purpose, design, aim, end, object, objective, goal

Part X Pg. 24)

1. Hinduism
2. Brit.
3. dial chiefly Eng.
4. dial Eng., archaic
5. chiefly Brit. or by Americans vaguely familiar with this sense
6. archaic
7. chiefly Brit.
8. chiefly Scot.
9. slang: cocaine
10. slang: empty talk

Answer Key Cont. THE DICTIONARY

Post test

Part 1

1. safari
2. sapling
3. satellite
4. Saturday
5. sauce
6. saucer
7. savage
8. seamstress
9. season
10. secede
11. secession
12. secret

Part 2

1. legally
2. excellent
3. hurrying
4. beginning
5. misspell
6. dairy
7. illegal
8. equation
9. reign
10. waist

Part 3

1. hol' i day
2. a rith' me tic
3. chem' ist
4. ze' bra
5. ter' ror
6. grim' y
7. rheu' ma tism
8. in' stance
9. Con' go
10. bac te' ri a

ANSWER KEY

LESSON 8 : WHAT'S IN A BOOK ?

POST TEST

Part A : Matching

1. F
2. A
3. G
4. E
5. B
6. D
7. C

Part B : Multiple Choice

1. D

2. C

3. A

Reading Improvement II Post Test

Answer Key

Context Clues

1. B
2. C

Finding the Main Idea

3. Americans must face the facts that resources can run out.
4. Telephones are the lifeline of communications.

Reading For Details

Early Clocks

I. The Babylonians first used a pole fixed in the ground to measure the passing of time by the pole's shadow.

   A. They found that the shadow was long at sunrise.
   B. It slowly grew shorter until it reached a point when it began to lengthen again.
   C. They found that at sunset the shadow was as long as it was at sunrise.

II. The Egyptians used a clepseydra or water clock

   A. This was a basin-shaped, alabaster container which was filled with water.
   B. The water ran out of the clock through a hole in the bottom.
   C. The time was shown by the level of water remaining inside.

III. Monks were the first people to use clocks operated by wheels and weights.
   A. These clocks have been found in monasteries.
   B. They date back as far as the 14th century.

Following Directions II

6. C
7. E
8. A
9. D
10. B

Maps & Graphs

11. A
12. A
13. Answers will vary. The student is to draw and label a circle graph showing how he/she spent (or expects) to spend his/her time today.

Dictionary Skills

14. The second syllable
15. hallelujah
16. the Latin word, futilis
17. an extra person or thing; (Theatre) a person with a small, nonspeaking part

What's In A Book

18. B
19. D

Power Reading Placement Test Answer Key

Content Area Reading Skills

1. etcetera--additional items
2. id est--that is, in other words
3. et alii--and others
4. ante meridian--before noon
5. the good and bad; the advantages and disadvantages; for and against
6. genuine
7. the natural plants and animals

Fact or Opinion

8. False
9. False

Propaganda and Advertising

10. B
11. A
12. D

How to Read Faster

No items on test

How to Use the Library

13. A
14. D

CONTENT AREA READING SKILLS

ANSWER KEY

POSTTEST (page 26)

1. An etymologist studies the origin, history and meaning of words.
2. a glossary gives the meaning and sometimes the pronunciation of words used in in a book. The index gives the page numbers of words talked about in the book.
3. abbreviate means to shorten, by leaving out or substituting letters in a word; an abbreviation must end with a period.
4. etc. (etcetera) means and so on, so forth, additional items.
5. e.g. means for example
6. att. is an abbreviation for both attention or attorney
7. a coup d'etat is a sudden, forcible overthrow; a revolution
8. no
9. no   10. no
11. answers will vary; teacher discretion in judging accuracy of student's example of a stereotype
12. fracture and fraction have in common the root, fract, meaning to break, divide
13. tonsillitis and tonsillectomy end in different suffixes which give different meanings to the root, tonsil. Tonsillitis is an inflammation of the tonsils. Tonsillectomy is a surgical removal or cutting away of the tonsils.
14. yes
15. yes
16. yes
17. imply means to hint or suggest without directly saying
    answers will vary: student is to define imply and to use the word, infer, in a sentence

524

ANSWER KEY

Pretest	Exercise I	Exercise 2	Exercise 3
1. F	1. Opinion	1. Fact	1. wall
2. T	2. Fact	2. Opinion	2. spear
3. T	3. Opinion	3. Fact	3. snake
4. F	4. Opinion	4. Fact	4. tree
5. T	5. Fact	5. Opinion	5. fan
6. F	6. Opinion	6. Opinion	6. rope
7. F	7. Fact		
8. T	8. Opinion		
9. F	9. Fact		
10. F	10. Opinion		

Post test

1. F
2. F
3. F
4. T
5. T
6. F
7. T
8. F
9. T
10. T

PROPAGANDA AND ADVERTISING

ANSWER KEY

1. Persuade us to change behavior or beliefs or to strengthen behavior or beliefs.

2. Propaganda wants us to believe something .
   Advertising wants us to buy something.

3. Your thinking and your behavior.

4. Politicians, governments, religions

5. Businesses, anyone selling anything.

6. Manipulate people, to cause people to do what is good for others rather than themselves.

7. Inform, educate, pass on ideas.

8. detonation - a word for the actual meaning of a word

   connotation - a word for the feeling of good or bad that people give to a word, beyond its actual meaning.

9. an untruth, a falsehood

10. answers will vary, any correct answer will in some way suggest that fib has a less severe, less unpleasant connotation than lie.

ANSWER KEY

EGGS

Paragraph I - d

Paragraph 2 - a

Paragraph 3 - d

Camels in California

1. no
2. yes
3. no
4. no
5. yes
6. yes
7. no
8. yes
9. yes
10. no

ANSWER KEY

HOW TO USE THE LIBRARY

Part I

1.	Philosophy	100-199
2.	Useful arts	600-699
3.	Literature	800-899
4.	General Works	000-099
5.	Fine Arts	700-799
6.	Religion	200-299
7.	Useful Arts	600-699
8.	Social Science	300-399
9.	History	900-999
10.	Language	400-499
11.	Religion	200-299
12.	Science	500-599
13.	Travel	910-919

Part II (Multiple Choice)

1. a) Subject Catalogue
2. c) Omn-Oni
3. C) 800-899
4. c) Hiroshima by John Hersey
5. b) Henry Hudson
6. Biography -- The written history of a person's life

Power Reading Post Test Answer Key

Content Area Reading Skills

1. copyright
2. Celsius; Central
3. Manager
4. Doctor of Dentistry

5. happening after someone's death
6. a false name used by a writer; a pen neme
7. something (esp. a law) that has a retroactive effect: it affects events before it as well as events after it.

Fact of Opinion

8. False
9. False

Propaganda and Advertising

10. D
11. C

How To Read Faster

No items on test.

How To Use The Library

12. C
13. B

Reading for Pleasure--Placement Test Answer Key

Literature

No items on test

The World of Fiction

1. A
2. C
3. A

The World of Nonfiction

4. B
5. B
6. C

How to Read Magazines and Newspapers

7. B
8. A
9. C
10. E
11. D

How to Read Poetry

12. B
13. C

How to Read a Play

14. D
15. C
16. A
17. B
18. E

Literature

EXERCISE

1. Six major forms of literature are: short stories, novels, biographies, essays, poems, and plays.

2. Answers will vary.
The student was to give an example of each form of literature citing the author, title, and general content of each.

3. Answers will vary.
The student was to name at least one book that he/she has read which he/she considers important enough to be listed as a part of his/her cultural heritage. The student should also have explained his/her answers.

4. Answers will vary.
The student was to name one book from each of the following catagories: (1) how people of other countries live, and (2) how people lived in earlier times. The student should have told what he/she learned from these books.

PRE-TEST—P. 1 Fiction

PART A

1. story types—This term refers to the many different kinds of fiction, such as short stories, novels, westerns, mysteries, and fables.

2. characters—Characters are the "who" in the story.

3. setting—The setting is the background of the story, the place in which and the time when the action occurs.

4. plot—Plot is the chain of events in a story.

5. theme—The theme of a story is the main idea which the writer is trying to get across to you; it's the unspoken comment that the author wishes to make on human values and experiences.

PART B

The instructor must use his/her discretion in determining how well the student has met the objective.

The student was to select a short story or novel to read. After reading it, the student was to have analyzed the story and completed the diagram which illustrates the elements of fiction as they were found in the story.

EXERCISE 1—P. 7

1. Answers may vary.
The student was to state two important differences between a short story and a novel. Suggested answers are: (A) the novel is a much longer prose work than the short story, and (B) unlike the short story, the novel can establish many moods, present many series of events, and introduce many characters.

2. The fable, the parable, and allegory teach a lesson or moral.

3. Historical fiction is mostly concerned with the period, person, or event and with how things were in that time and place while westerns are far more interested in telling an action packed story. Generally, in comparison with historical fiction, westerns are less concerned with facts and more concerned with action.

4. Science fiction stories look into the future to see the possibilities which science may bring. Stories of the supernatural do not necessarily look into the future. Supernatural stories look at those things which deny the laws of science and nature.

5. Answers will vary.
The student was to name one mystery or detective story that he/she has read and tell why he/she classified the book as such.

6. Romance stories are much like daytime television serials. They tell of love and everyday experiences, although some do have some action in them.

EXERCISE II—P. 9 & 10

1. Rosemary Fell is the protagonist.

2. Rosemary is a round character.

3. The flower shop attendent is a flat character. (The attendent was a pleasing individual, one who bowed and readily agreed to the customer's wishes.)

4. A. "Rosemary was young, brilliant, extremely modern, exquisitely well dressed, amazingly well read in the newest of books," and highly sociable. She was also extremely rich.

b. She was very proper in her behavior. She had an aristocratic air and attitude, and she demanded respect.

5. Answer A of question 4: The author, Katherine Mansfield, made direct statements about these characteristics of Rosemary.

Answer B of question 4: The autor described how Katherine acted. (She "gazed in her dazzled, rather exotic way.") The author also let Katherine speak. ("I want those and those and those...No, no lilacs. It's got no shape...Give me ghose stumpy little tulips....") The tone and style of the passage also reflect Katherine's character. The author describes the flower shop as "that perfect shop in Regent Street." The antique shop keeper was "ridiculously fond of serving her." One may grasp an ironic, or perhaps sarcastic, tone on the author's part in regard to his overly dramatic language.

NOTE: The student is not expected to discuss the tone and style of the passage. It is included in this answer only as a possible student answer.

EXERCISE III—P. 12-14

1. The story takes place on the Torres farm which is located on a cliff above the ocean about fifteen miles below Monterey.

2. Poor

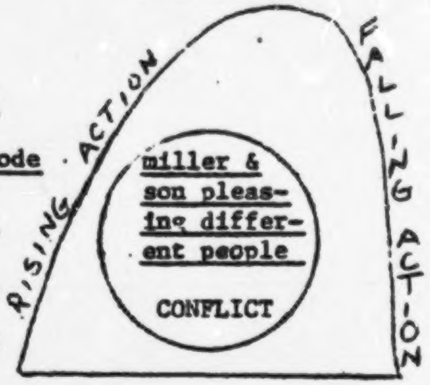
3. Through the author's description, one sees that the farm buildings are old and not well kept—"the little shack, the rattling, rotting barn." There are few farm animals and the chickens are "lean." "Little" corn is raised. The image of the farm which the author paints is gray and dismal; the farm has "taken on the color of the granite hills."

4. It is difficult to determine the exact time of the story, but it had to take place sometime during the late 19th or 20th century.

5. Mama Torres was concerned about a truant officer who would be checking to see that the children were in school.

EXERCISE IV—P. 16 & 17

the crowd laughed-the donkey drowned
CLIMAX


RISING ACTION
FALLING ACTION
miller & son pleasing different people
CONFLICT

met townsmen-carried donkey
met women & children-both rode
met men-father rode donkey
met girls-son rode donkey
miller and son drive donkey

Application: Try to please all and you end by pleasing none.

-PLOT-

EXERCISE V—P. 18 & 19

In "The King and the Falcon," Tolstoy's theme could be stated as the destructive nature of man.

NOTE: Use your discretion in allowing for other ideas as to the theme of the story.

POST-TEST—P. 20

Same as Pre-test. See page 1 of this answer key.

PRE-TEST--P. 1

PART A

1. nonfiction--Nonfiction refers to those types of literary prose whose main purpose is to convey information.

2. biography--A biography is the story of someone's life.

3. autobiography--An autobiography is the story of someone's life written by himself.

4. essay--An essay is a piece of prose which expresses a personal point of view.

5. tone--Tone is the expression of the writer's feelings and attitudes in his writing.

6. style--In literature, style is the way the writer has written his work; its his method of expression. (An author's style is determined by his/her choice of words, the arrangement of the words in sentences, and the relationships between the sentences.

PART B

The instructor must use his/her discretion in determining how well the student has met the objective.

The student was to select two nonfictional works, one which should have been a biography or an autobiography, and the other an essay. After reading each, the student was to write a critical evaluation of each, considering such things as the subject, the author's point of view, the author's background (when possible), the tone, the style, and (the student's) personal reactions. The student was told to support any conclusions he/she made with examples from the work.

EXERCISE I--Pp. 6 & 7

1. An autobiography is the story of someone's life written by the person himself, while a biography is the story of someone's life written by someone else.

2. Answers may vary.

One would expect a historical novel about Martin Luther King to give its major emphasis to important historical events in his life. On the other hand, a biography of Martin Luther King would look at many aspects of his life: his family, the community he lived in, his friends, his education, his personal experiences, etc.

3. An essay is a piece of prose which expresses a personal point of view.

4. Answers will vary.

The student was to read an essay written by a newspaper columnist. He/she was to apply the (five)"considerations for reading essays." They are as follows:

IDEAS TO CONSIDER WHEN READING ESSAYS

(1) What is the writer attempting to say? Can you pick out an overall message?

(2) What is the mood of the essay; is it humorous, sarcastic, bitter, inspiring, etc?

(3) If the essay is written in a serious manner, are the writer's facts clearly and logically presented? Does he have any authority in the field he is writing about?

(4) What kind of style does the writer have? Does his writing show a mastery of his language?

(5) What clues do you find as to the author's character? Does he share viewpoints that you hold?

FOR FURTHER STUDY (OPTIONAL)

The student was to write an essay on a subject which interested him/her.

EXERCISE II—Pp. 9 & 10

1. The subject of this selection, cooking young children as food, would be considered barbarious by most people. In addition, the title, "A Most Modest Proposal", is an understatement of such a suggestion. Both the subject and title of the essay suggest that Swift is not serious.

2. Satire

3. Serious

4. The subject of Bacon's essay is man's honesty or integrity, especially when he is divided between his own personal gains and the interests of his people and government.

The viewpoint that Bacon expresses is that man must retain a high integrity, and that only by remaining true to his country can a man be true to himself.

EXERCISE III—Pp. 12 & 13

PASSAGE 1

1. formal
2. The passage is written in one long sentence and in correct grammatical form. Also, the vocabulary is quite extensive and formal.

PASSAGE 2

3. flowery, narrative style
4. The passage is written in a narrative style since it tells a story of a young boy's childhood adventures.

The style can be called flowery because the author used many long, descriptive phrases to write about what could be considered natural, everyday experiences. For example, it's not just dawn, but "the cool and thrilling darkness that comes just before the break of day." The two boys don't just walk down the street at dawn, they "would walk rapidly back toward town under the rustle of September leaves, in cool streets just grayed now with that still, that unearthly and magical first light of day which seems suddenly to rediscover the great earth out of darkness, so that the earth emerges with an awful, a glorious sculptural stillness."

5

EXERCISE III (cont.)

PASSAGE 3

5. colloquial

6. The author uses nonstandard grammar when he/she writes "them TV shows." The author also uses slang which can be seen in such phrases as the following: "the establishment," "getting it together," "tell it like it is," "Black is beautiful," and "to the real truth."

EXERCISE IV—Pp. 14-16

PASSAGE 1

1. A. satiric
2. D. aphoristic

PASSAGE 2

3. B. tragic
4. A. narrative and dramatic

PASSAGE 3

5. C. serious
6. D. informal

PASSAGE 4

7. B. ironic
8. D. formal

POST-TEST--P. 17

Same as Pre-test. See page 1 of this answer key.

Answer Sheet--How to Read Newspapers and Magazines

1. The technique used in news stories where the most important facts are given first and the least important are given last.
2. Trade magazines have to do with a certain industry: insurance, medicine, etc. General magazines are all the rest!
3. A series of views and opinions on any topic written by the same person on a regular basis.
4. These are magazines which have certain high standards (as far as writings they accept for publication) that make them highly respected in the literary community.
5. news story
6. a regular publication containing news, articles, opinions and advertising and more. Answers may vary.
7. a periodical containing stories or articles published on a regular basis.
8. Answers will vary.

Exercise I

1. Answers will vary.
2. "
3. Geographically, certain stories may be more important to one city than another. A murder happening in Lansing may be front page news here--but only a back page item in the Detroit Free Press.
5. Answers will vary.

Exercise II

Answers will vary.

Exercise III

Answers will vary

Post Test

A. Answers will vary.
B. "
C. "
D. "

How to Read Poetry--Answer Sheet

Pre-Test

I Answers will vary.

II. 1. Giving human characteristics to an animal or an inanimate object.

2. Using words that suggest their own meaning,hiss, buzz,etc.

3. Comparing something to that which it is not--"All the world's a stage."

4. meter where one stressed syllable follows one unstressed syllable.

5. a poem having four feet to one line.

6. any very, very long poem done on a "grand scale."

7. a name for "regular" poetry that rhymes and has rhythm.

8. a narrative poem often intended to be sung.

9. meter containing two unstressed syllables followed by one stressed syllable.

100 Answers will vary.

III Answers will vary. Devices you are looking for are onomatopoeia, assonance, metaphor,etc.

Exercise I

1. Blank or free verse is acceptable.
2. free verse
3. epic
4. ode
5. lyric

Exercise II

1. personification--"its arms embracing" "autumn dreams"
2. assonance "goes & road"
3. alliteration "...wistful,warm yet wandering..."
4. onomatopoeia "buzz and whirr and hum"

Exercise IV and V Answers will vary

Post Test

1. the rhythm, or combination of stressed and unstressed syllables that makes poetry sound musical.
2. using the same first letter in several words in one line.
3. referring to a character from another literary work or referring to an historical event,etc.
4. see #4-pre-test
5. see#2-pre-test
6. Answers will vary.
7. see #8-pre-test
8. see #6-pre-test
9. see #3-pre-test.
10. see #7-pre-test.

II Answers will vary.
III " "
IV " "

Answer Sheet--How to Read a Play

Pre-Test

A.
1. a play where the protagonist does not resolve his conflict--it does not end happily!
2. any play where all problems are worked out in the end.
3. a comedy put to music...usually containing several songs.
4. the hero, or the "good guy."
5. all the technical devices that help make a play: lighting, scenery, costume, etc.
6. a play done in poetry
7. a speech spoken by one person to a silent listener
8. the vocal interaction between the characters.

B.
Answers will vary!

Exercise I

Answers will vary. Basically, the play is a story of two women who solve a murder through attention to details or "trifles." While the sheriff and his men are inspecting the scene of the murder for clues, the two women realize that the murder victim was killed by his wife--strangled--because he strangled her pet canary. The general concensus is that he deserved to die, and the women do not tell their husbands what they have discovered. There is alot of emphasis on the demeaning role of women in their husbands'lives.

Exercise II

1. Our Town is the experimental play and Beyond the Horizen is the realistic one. In Our Town, unusual staging and lighting, the use of a narrator, lack of scenery and other frills make it a different type of play.
2. Our Town uses little scenery, unusual lighting, plain costumes, a stage manager(narrator). Beyond the Horizen contains all the elements of a "normal" play--characters dress according to the period and scenery matches.
3. Answers will vary. They should state something about the setting and the time and the cahracters.
4. Our Town is closer to a comedy than a tragedy, but it is an extremely thought provoking play, so readers may have trouble classifying it. Beyond the Horizen can be called a tragedy.
5. He was a sort of liason between the audience and the players. He filled you in on little secrets, character background, town history and generally saved the players from working as hard as they do in a typical play.
6. Answers will vary.

Exercise III

Answers will vary..

continued on next page

Answer sheet-How to Read a Play
Continued--

Post-Test

A.

1. another word for a play...a work of literature intended to be acted out before a live audience.
2. see pre-test #2
3, see pre-test #5
4. the background of a play, where it takes place.
5. the way a play is worked our in a comedy--the time where all the pieces fall together at the end of the play.
6. see pre-test #6
7. what the characters wear
8. a soliloguy, see pre-test # 7
9. similar to irony in general, except that it usually occurs when the audience knows something that one of the characters does not.
10, drama written in poetic form.

B.

1. more comedy than tragedy
2, Answers will vary. Walter needed money to buy a liquor store, Mama wanted to buy a new house, Beneatha wanted to go to// college...each desire closely typifies their feelings about money and success in general.
3. A poor, black neighborhood
4,..Answers will vary.
5. Answers will varyl..basically, the play's conflict revolves around what to do with a $10,000 insurance policy left to the mother . Walter gets involved in a phony liquor store scheme and loses the majority of the money. Meanwhile, Mama has decided to buy a new house in a white neighborhood and the white neighbors come to visit trying to change her mind about moving in. The play ends with Walter "finding Himself" and deciding to move in the white neighborhood in spite of all the opposition.

Reading For Pleasure - Post Test Answer Key

Literature

No items on test.

The World of Fiction

1. C
2. A
3. A

The World of Nonfiction

4. B
5. C
6. C

How to Read Magazines and Newspapers

7. A
8. A
9. D

How to Read Poetry

10. B
11. D

How to Read a Play

12. B
13. E
14. A
15. C
16. D

SUGGESTIONS FOR ADDITIONAL ACTIVITIES

ROOT WORDS, PRE FIXES AND SUFFIXES

After you have completed the packet on Root Words, Prefixes and Suffixes, you might want to do some further word or practice with this skill. The following materials or activities will be useful. Ask your instructor where to find these books and materials.

1. Be A Better Reader Book I pgs. 84, 98, 110, 138, 139
2. " Book II pgs. 76, 118
3. " Book III pgs. 48, 98, 99
4. " Book A pgs. 138, 139
5. " Book B pgs. 58, 82, 84
6. " Book C pgs. 98

7. Tactics in Reading Book A pgs. 31 - 46
8. Tactics in Reading Book B pgs. 29 - 35

9. Correctness and Effectiveness of Expression pg. 32 - 43
10. Structural Word Study pgs. 79 - 85
11. Reading Improvement for Men and Women in Industry pgs. 30, 33, 94, 95
12. Independent Reading - pgs. 33 - 40

13. Reading Improvement Activities Book I Pgs. 103- - 110
14. " Book II pgs. 93 - 97
15. " Book III pgs. 94 - 96

16. Tactics in Reading Book I pgs. 19 - 26 97 - 100
17. Warriner's English Grammar and Composition third course (green) pgs. 429 - 432

18. Improving Word Skills pgs. 35 - 49 59 - 60

After you have completed the packet on Synonyms, Antonyms, and Homonyms, you might want to do some further work or practice with this skill. The following materials or activities will be useful. Ask your instructor where to find these books and materials.

Antonyms

1. Be a Better Reader Book C pg. 147
2. Be a Better Reader Book I pg. 123
3. Be A Better Reader Book II pg. 120
4. Be a Better Reader Book III pg. 69
5. Conquests in Reading pg. 128

Synonyms

1. Be A Better Reader Book I pg. 124
2. Be A Better Reader Book II pg. 119
3. Be A Better Reader Book III pg. 68
4. Conquests in Reading pgs. 105, 125, 128, 131, 134

Synonyms, Antonyms, and Homonyms

1. Reading Improvement Activities Book I

   pgs. 4, 10, 14, 19, 20, 21, 25, 33, 46, 79, 125, 130, 131
2. Reading Improvement Activities Book II

   pgs. 4, 11, 23, 38, 49, 136
3. Reading Improvement Activities Book III

   pgs. 6, 1o, 11, 128, 129 part D
4. Improving Word Skills pgs. 53 - 58

MAIN IDEAS AND TOPICS

1. Reading Improvement Activities, Just for Fun Series, Book 1
   Pages 16-19 and Pages 44-45
2. Reading Improvement Activities, Just for Fun Series, Book 2
   Pages 21-22 and Pages 40-42
3. Tactics in Reading, Book A
   Pages 159-171
4. Be A Better Reader, Book A
   Pages 16 & 17
5. Be A Better Reader, Book B
   Page 14
6. Be A Better Reader, Book C
   Pages 16 & 17
7. The Mott Basic Language Skills Program, Series 900B
   Pages 116-119

RELATIONSHIPS

1. Tactics in Reading, Book A
   Pages 113-134

2. Tactics in Reading, Book B
   Pages 99-114

CAUSE AND EFFECT RELATIONSHIPS

1. Be A Better Reader, Book II
   Page 91

2. Be A Better Reader, Book III
   Pages 52 & 53

COMPARISON-CONTRAST RELATIONSHIPS

1. Be A Better Reader, Book II
   Pages 106 & 107

Suggested reference materials for Following Directions I & II

All of these materials are available either in your own room or through your teacher. Also ask your teacher for a list of sources at your public library.

Forms in Your Future M. Golty
Following Directions Skills Box (from the Specific Skills series
Direction Reading and Visualizing (Skill Series) The Reading Lab., Inc.

FINDING THE MAIN IDEA

1. Tactics in Reading, Book A
Pages 159-186

2. Tactics in Reading, Book B
Pages 141-168

3. Steps to Better Reading
Exercise IX - Pages 123-125

4. Faster Reading Made Easy
Pages 120-129

5. Be A Better Reader, Book B
Pages 36 & 37

6. Be A Better Reader, Book C
Pages 42-45

7. Be A Better Reader, Book I
Pages 50-52

8. Be A Better Reader, Book II
Pages 12-15 and Page 32

9. Be A Better Reader, Book III
Pages 10-11 and Pages 35-36

10. Literary Materials (Steck-Vaughn)
Pages 8-11

11. Interpretation of Literary Materials (Cambridge)
Pages 27-32

READING FOR DETAILS

1. Be A Better Reader, Book A
   Pages 98 & 99
2. Be A Better Reader, Book B
   Pages 65 & 68
3. Be A Better Reader, Book C
   Pages 68-69, Pages 92-93, Pages 116-117, Page 143, and Page 167
4. Be A Better Reader, Book I
   Pages 67, 68, & 80
5. Be A Better Reader, Book II
   Pages 48-50, Pages 60-63, and Page 80
6. Be A Better Reader, Book III
   Page 14, Page 37, Page 54, Pages 70-71, and Pages 100-101
7. Faster Reading Made Easy
   Pages 139-158
8. The Mott Basic Language Skills Program, Series 900B
   Pages 129-131

DICTIONARY SKILLS

1. Tactics in Reading, Book A
   Pages 77-94
2. Tactics in Reading, Book B
   Pages 61-80
3. Warriner's English Grammar and Compostion, Complete Course
   Pages 519-535
4. The Mott Basic Language Skills Program, Series 600A
   Pages 29-31
5. The Mott Basic Language Skills Program, Book 1607
   Pages 4-7 and Pages 22-26
6. Be A Better Reader, Book A
   Pages 119-122
7. Be A Better Reader, Book B
   Page 103, 120, & 121
8. Be A Better Reader, Book C
   Pages 96 & 97
9. Be A Better Reader, Book I
   Page 120
10. Be A Better Reader, Book II
    Page 108 & 122
11. Be A Better Reader, Book III
    Pages 112 & 113
12. Gateways to Correct Spelling
    Pages 99-166
    (NOTE: This is a required activity for Power Reading, the third level of Reading Improvement. Use it sparingly at any other level.)

WHAT'S IN A BOOK?

TABLE OF CONTENTS

1. Be A Better Reader, Book B
   Page 104

2. Be A Better Reader, Book I
   Pages 82 & 83

INDEX

1. Be A Better Reader, Book C
   Pages 118 & 119

2. Be A Better Reader, Book I
   Pages 94 & 95

3. Be A Better Reader, Book II
   Pages 104 & 105

After you have completed the packet on Fact and Opinion, you might want to do some further work or practice with this skill. The following materials or activities will be useful. Ask your instructor where to find these books and materials.

1. Be a Better Reader Book C pgs. 18, 19, 90, 91, 124, 143
2. Be a Better Reader, Book I pgs. 10, 11, 30
3. Be a Better Reader, Book II pgs. 10, 11, 66, 92, 93, 139
4. Be A Better Reader, Book III, pgs, 10, 11,38, 39, 55, 84, 85, 88
5. Independent Reading pgs. 41 - 49

FASTER READING

After completing the packet on Faster Reading, you may want to read one or more of the following books:

FASTER READING MADE EASY

MASTERING SPEED READING

FASTER READING SELF TAUGHT

HOW TO USE THE LIBRARY

1. Warriner's English Grammar and Composition Complete Course
   Pages 488-518

2. The Mott Basic Language Skills Program, Series 600B
   Pages 167-170

3. The Mott Basic Language Skills Program, Series 900A
   Pages 81-84

4. The Mott Basic Language Skills Program, Book 1610
   Pages 136-141

5. Be A Better Reader, Book C
   Page 168

6. Be A Better Reader, Book I
   Page 121

7. Be A Better Reader, Book II
   Pages 123&124

8. Be A Better Reader, Book III
   Pages 114, 128, & 129

9. Reading Improvement Activities, Just For Fun Series, Book 2
   Pages 33-37
   (Note: This is a required assignment for Reading Improvement II. Use it sparingly at any other level.)

ENCYCLOPEDIA SKILLS

1. Be A Better Reader, Book A
   Page 114

2. Be A Better Reader, Book B
   Pages 141 & 142

3. Be A Better Reader, Book C
   Page 120

4. Be A Better Reader, Book I
   Page 120

5. Be A Better Reader, Book II
   Page 94

6. Be A Better Reader, Book III
   Pages 134 & 140

THE WORLD OF FICTION

1. Steps to Better Reading, Book 3
   Chapter 15, "Reading Short Stories" - Pages 160-174

2. Literary Materials (Steck-Vaughn)
   "Prose," "Characterization," "Setting," and "Theme, Plot, and Subplot" - Pages 14-19
   "Fables, Parables, and Allegories" - Page 24

3. Interpretation of Literary Materials (Cambridge)
   "Reading Prose: Fiction" - Pages 39-43

4. Introduction to Reading (Cambridge)
   Section 1: Stories - Pages 143-160

THE WORLD OF NONFICTION

1. Literary Materials (Steck-Vaughn)
   "Tone 1" and "Tone II" - Pages 20-23
   "The Essay" - Pages 26&27
2. Interpretation of Literary Materials (Cambridge)
   "Reading Prose: Nonfiction" - Pages 44-49
3. Introduction to Reading (Cambridge)
   Section 3: Essays - Pages 177-194

Suggested reference materials for How to Read a Newspaper.

All of these materials are available to you somewhere in the adult education system... Ask your teacher for information as to where to find these materials. Also ask her to give you a list of sources at the public library.

1. How to Read Your Newspaper Ruth B. Smith & Barbara Michalak

Suggested reference materials for How to Read Poetry. All these materials are contained in the language arts department of the adult education system. Please contact your teacher if there is not a copy of one of these materials in your room. Also contact your teacher to find out the names of many more reference books that you can obtain at your public library.

1. Perfecting Reading and Writing Skills I pp16-20; pp 36-38.
2. Perfecting Reading and Writing Skills II pp19-26.
3. Interpretation of Literary Materials Cambridge GED program pp 81-107.

Suggested Reference materials for How to Read a Play.

All these materials are contained somewhere in the language arts department of the adult education program. Please contact your teacher if there is not a copy of one of these materials in your room. Also contact your teacher for names of references you can obtain at your public library.

1. Interpretation of Literary Materials
   Cambridge GED Program pp108-124.
2. Adventures in American Literature pp 612-682.